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ABSTRACT

This manual describes the Montana Early Literacy Project, its model and components, and its replication in a variety of early childhood settings: special and general education preschools; Head Start classrooms; and specialized childcare centers. Using five components, the model demonstrates how to develop literacy and language skills in young children with and without disabilities. Component One identifies developmentally appropriate thematic units, interventions, and activities that embed literacy and language throughout children's existing routines during the school day. Component Two provides a method to identify early literacy and language needs of individual students and to write Individualized Education Program (IEP) goals and objectives that meet those needs. Component Three provides strategies to foster family participation in literacy and language activities, both at home and at school. Component Four addresses means of providing inclusive, respectful, and culturally sensitive literacy services that celebrate individual differences of children and their families. It also focuses on the understanding and appreciation of the cultural practices, beliefs, and traditions of Native Americans in Montana. Component Five provides teachers, support staff, and families with the knowledge and skills necessary to implement the model. The manual also provides strategies for emerging literacy and language development. Features at the end of the manual include a variety of appendices, references, and resources. (Author)

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The Montana Early Literacy Project Manual

The University of Montana

Division of Educational Research and Service
School of Education
The University of Montana - Missoula

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The Montana Early Literacy Project: Building language and literacy skills in young children with disabilities to prepare them for success in elementary school

Funding for this project is provided by Grant #HO24B60034, the Office of Special Education Programs, and the Office of Special Education and Rehabilitative Services of the United States Department of Education. Opinions expressed in the manual do not necessarily reflect the positions or policies of the U.S. Department of Education, and no official endorsement should be inferred.

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The Montana Early Literacy Project Manual

The Montana Early Literacy Project

Building Language and Literacy Skills During the Early Childhood Years: Preparing Children with Disabilities for Success in Early Elementary School

A Model Demonstration Project for Young Children with Disabilities (84.024B)

The University of Montana Demonstration Site:
CO-TEACH Preschool Program, Division of Educational Research and Service, Missoula, MT

in partnership with

Flathead Indian Reservation Demonstration Site:
Cherry Valley Elementary School, Polson, MT

The Montana Early Literacy Project Manual

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Literacy Model Site Programs

Cherry Valley Elementary School, Polson, MT
CO-TEACH Preschool Program, Missoula, MT
Head Start, Missoula, MT
Missoula County Public Schools Preschool Program, Missoula, MT
Awesome Discoveries Daycare, Polson, MT
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Lisa Redli-Turk
Jody Turner
Lisbeth Vincent
Linda Whedbee
Helen Witts
Amy Foster Wolferman

This book is dedicated to "the kids who are different,

the kids who don't always get 'A's;'

the kids who have ears twice the size of their peers,

or noses that go on for days.

Here's to the kids who are different,

the kids who are just out of step;

the kids they all tease,

who have cuts on their knees and whose sneakers are constantly wet.

Here's to the kids who are different,

the kids with a mischievous streak;

for when they have grown as history has shown,

it's their difference that makes them unique."

- Anonymous

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The Montana Early Literacy Project Overview

> *"Books tell the stories of human events and the human condition and not simply the facts . . . Literature does more than change minds. It changes people's hearts. And people with changed hearts are people who can move the world."*
>
> Gillespie, Powell, Clements, & Swearingen, 1994

This manual describes the Montana Early Literacy Project, its Model and components, and its replication in a variety of early childhood settings: special and general education preschools, Head Start classrooms, and specialized childcare centers. Using five components, the Model demonstrates how to develop literacy and language skills in young children with and without disabilities. The manual also provides strategies for emerging literacy and language development. Features at the end of the manual include a variety of appendices, references, and resources. The intent of the manual is to be informative and practical. An overview of the Montana Early Literacy Project, its Model, and description of its five components are described in the following narrative.

The Montana Early Literacy Project

The Montana Early Literacy Project began on November 1, 1996, at two demonstration sites: CO-TEACH Preschool located on The University of Montana campus and Cherry Valley Elementary School located on the Flathead Indian Reservation. The Montana Early Literacy Project developed a Model for fostering emerging literacy and language skills in young children with diverse abilities. The project Model is currently being replicated at four sites in Montana: Head Start, Missoula; Awesome Discoveries Daycare, Polson; Missoula County Public School Preschool Program (MCPS), Missoula; and Smart Start Preschool, Polson.

Young children with disabilities often face challenges learning cognitive and communication skills and are at risk of experiencing later difficulty learning to read and write.

Research recognizes a strong connection between language development and learning to read and write. Activities that foster language skills, an awareness of language structure, and experiences with print promote literacy and language development. Young children with diverse abilities can learn early literacy and language skills that give them a strong foundation before formal reading and writing instruction begins in elementary school. Professionals must join with family and community to help build a solid foundation of communication and early literacy competence in children.

The purpose of the Model is to build early literacy and language skills in young children with disabilities by developing partnerships with families, schools, and community members and by using developmentally appropriate services that are individually and culturally sensitive. The Model recognizes and expands upon everyday literacy events and existing routines of classroom and home environments to build literacy and language directly into children's daily experiences. Included in the Model are materials and instructional strategies that can be used by early childhood service providers and families to assist young children with disabilities to acquire the skills necessary for later literacy acquisition. Additionally, the Model provides teaching and staff support with the knowledge necessary to implement these comprehensive services.

The Five Key Components of the Model

The Montana Early Literacy Project developed a Model for fostering emerging literacy and language skills in young children with diverse abilities. The Model incorporates five key components that describe how to develop literacy and language skills in young children with and without disabilities. Component One identifies developmentally appropriate thematic units, interventions, and activities that embed literacy and language throughout children's existing routines during the school day. Component Two provides a method to identify early literacy and language needs of individual students and to write Individualized Education Program (IEP) goals and objectives that meet those needs. Component Three provides strategies to foster family participation in literacy and language activities, both at home and at school. Component Four addresses means of providing inclusive, respectful, and culturally sensitive literacy services that celebrate individual differences of children and their families. It also focuses on the understanding and appreciation of the cultural practices, beliefs, and traditions of Native Americans in Montana. Component Five provides teachers, support staff, and families with the knowledge and skills necessary to implement the Model.

Seven thematic Literacy Tubs that incorporate each of the five Model components have been developed: Native American Stories; Alike and Different; The Very Hungry Caterpillar; Rainbow Fish; Itsy Bitsy Spider; Head, Shoulders, Knees, and Toes; and Wheels on the Bus. The Literacy Tub activities are implemented at the project demonstration and replication sites and are available for check out by schools, families, and childcare facilities across the state of Montana.

The Montana Early Literacy Project promotes the belief that literacy is one of the primary avenues by which individuals gain access to full community participation and attainment of personal potential. The time to develop early literacy and language skills in young children is now. The authors hope the content of this manual meets our readers' needs.

Component One: Literacy Throughout the Day

"The dear people do not know how long it takes to read. I have been at it all my life and cannot say that I have reached my goal."

- Goethe

Research has established a strong connection between language and literacy development (Braunger, J., Lewis, J., & Hagans, R., 1997; Watson, L., Layton, T., Pierce, P., & Abraham, L., 1994; Whitehurst & Lonigan, 1998). The early childhood years, birth through eight, are the most important developmental period for language and literacy (Pinker, 1994; Schickedanz, 1999).

Children who are at risk for reading disabilities can be identified before experiencing reading failure in elementary school (Catts, 1997). Children who exhibit difficulty learning oral language are at significant risk for having problems learning to read (Jenkins & Bowen, 1994). Various studies reported that up to 80% of preschool children with language disorders acquire some degree of reading impairment (Adams, 1990; Jenkins & Bowen, 1994; Watson et al., 1994).

Families, caregivers, and early childhood educators have a significant impact on children's language and emerging literacy skills. Children need to be provided with a wide variety of experiences and opportunities to talk, tell stories, read storybooks and be read to, and engage in imaginary playing, drawing, and writing.

Emerging literacy is a social process that describes behaviors exhibited by young children as they begin to approximate reading and writing acts. This process emerges as children develop oral language structures, find meaning in written symbols around them, and gain an awareness of the sound structure of language (Braunger et al, 1997; Kaderavik & Sulzby, 1998; Lonigan, C., Bloomfield, B., Anthony, J., Bacon, K., Phillips, B., & Samwel, C., 1999). Early childhood programs should not replicate the formal reading instruction provided in elementary school. Instead programs should include experiences that promote children's development of vocabulary and reasoning skills, listening comprehension, expanded sentence structures, sense of story, sensitivity to the sounds of language, and concept understanding. Critical, too, are experiences that instill a motivation to read and reflect diverse people, places, things, and ideas (Paulsen, L., Noble, L., Jepson, S., & van den Pol, R., 2001).

Three Areas That Are Critical for Language and Literacy Development

Research describes three areas that are critical for language and literacy development: language use, print awareness, and phonological awareness.

Language use. Language use is the listening and speaking part of communication. Oral language skills include abilities such as: understanding basic spatial, temporal, and sequential concepts; using words that are understandable; using sentence structures that follow the grammatically acceptable form; describing experiences; predicting what will happen in the future; and talking about events that happened in the past. Language skills include abilities such as: understanding basic spatial, temporal, and sequential concepts; saying words that are understandable; using sentence structures that follow the grammatically acceptable form; describing experiences, predicting what will happen in the future, and talking about events that happened in the past.

Print awareness. Print awareness is the understanding of books and symbols as well as comprehension of the alphabetic principle (sound/letter associations). Adults can help children find meaning in symbols around them by providing many opportunities to: look at and read books, recognize and talk about print and symbols in the environment, and experience and observe the functional use of print being read and written. Print rich environments provide opportunities in which literacy structures and functions can be used to engage children in meaningful language and literacy experiences. Children need many exposures to and experiences interacting with print to develop an emergent understanding of how writing represents what is said. When young children experiment with print, they discover the connection between letters and sounds. At this time, there should not be a focus on correct spelling (Paulson et al, 2001).

Phonological awareness. Phonological awareness is the explicit awareness of the sound structure of language and the ability to reflect on and consciously manipulate the syllables and sounds of speech (Catts, 1991; Hodson, 1994; National Association for the Education of Young Children, 1998). An awareness of the sound structure of language develops when children realize that the words they say are separate from the things they represent and that the words are comprised of sound segments that can be rhymed, pulled apart, and put back together. Phonological awareness consists of a wide range of sound play that includes rhyming, isolating the first or last sound in words, and detecting or substituting syllables and sounds. It also includes blending and segmenting words by syllables and sounds (O'Connor, R., Jenkins, R., & Slocum, T., 1995). When children develop an awareness that our language has meaning as well as a structure, they develop a sense of phonological awareness (Paulson et al, 2001).

Three important phonological awareness skills that young children develop are rhyming, segmenting, and blending. Rhyming focuses on sound correspondence of the endings of words written or spoken and is the first phonological awareness skill to develop (Snyder & Downey, 1997). When young children participate in saying rhymes, finger plays, and songs, they are developing a sense of the phonological structure of language (Jenkins, 1994). By saying these rhyming patterns over and over, children develop the ability to recognize, identify, and then produce rhymes (Paulson et al, 2001).

Segmenting is the identification of individual syllables and sounds within words (Torgesen, J., Morgan, S., & Davis, C., 1992). When children acquire this skill, they are able to hear a word, analyze the components, and pull it apart into syllables and then individual sounds (Paulson et al, 2001). It appears that once children are able to recognize that speech can be segmented and that these segmented units are represented by letters, the systematic relationships between letters and sounds are easier to grasp and use in both reading and writing (Blachman, 1991; Donnelly, K., Thomson, S., Huber, L., & Schoemer, D., 1992).

Blending is the ability to combine a sequence of isolated syllables or sounds together to produce a recognizable word (Torgeson et al, 1992). Blending is an important skill needed later when children are learning to decode or sound out printed words phonetically (Paulson et al, 2001). Preschool children, as young as age three, demonstrate the ability to blend syllables into words (Hodson, 1994).

Early Literacy and Language Across the Five Developmental Domains

When designing inclusive curriculum materials, it is important to consider lesson plan goals and objectives that target each of the five inter-related developmental domains identified in federal eligibility regulations for children with disabilities (Neilsen, van den Pol, Guidry, Keeley, & Honzel, 1994) which are: 1) communication; 2) social, emotional, and behavioral; 3) physical; 4) self-help and independence; and 5) academic readiness. The Montana Early Literacy Project Model advocates that early literacy and language skills can and should cross over all five of the domains and must be considered as integral to the education of all children.

The five developmental domains and some of the early literacy and language skills that can be practiced within them are described below.

It is imperative that children have the opportunity to practice social communication skills and learn to identify and express their emotions appropriately, as well as communicate their wants and needs to others. Examples of skills that would be included in these domains are: observing cooperative play rules and requesting to play; using communication skills during show-and-tell, telling stories, and listening to others; and developing positive self-esteem and self-expression to relay feelings to peers and adults.

Physical skills can also incorporate early literacy skills and can be divided into two categories: fine motor skills (small muscle) and gross motor skills (large muscle). Children have many opportunities throughout the day to practice physical skills. For example, fine motor early literacy skills may include copying letters on paper or the chalkboard, cutting paper or yarn, painting, turning pages of a book, and putting together a puzzle. During gym or recess, children develop gross motor skills and learn early literacy prepositional concepts such as climbing **up** the slide, sliding **down** the slide, crawling **through** the barrel, walking **around** the swings, jumping **over** the rope, and running **under** the trees. A variety of activities that foster early literacy and self-help or independence occur in the natural classroom and home environments. Some examples include cutting and gluing, transitioning between activities, hand washing, and following routines.

Preschool children need many opportunities to practice early literacy and kindergarten readiness skills such as: following instructions; manipulating classroom materials (writing utensils, paint brushes, scissors); attending and participating in group activities (circle-time, gym, table-top activities); participating in individual learning activities (work jobs and learning centers); completing daily transition activities (cleaning up, standing in line, waiting quietly); and learning cognitive concepts (colors, shapes, recognizing written names, extending patterns, matching and sorting, rote counting, and counting with one-to-one correspondence).

Early literacy and language skills set the stage for reading achievement in the early school grades and should emphasize the gradual and natural emergence of language and literacy through rhyme, rhythm, and repetition in a literacy and language-rich environment. Many of these skills are learned incidentally through exposure to print and daily literacy activities including singing songs, listening to and retelling stories and nursery rhymes, drawing and writing, copying shapes and letters, and listening to and watching adults read and write. Some examples of activities which enhance the development of early literacy and language skills are the following: computer, library, listening center, flannel boards, puppets, dramatic play, easel painting, writing center, science and discovery center, name tags, helping hands, calendar, song cards, finger plays, and repeated readings.

Daily Routines and Naturally Existing Curriculum

Natural opportunities within the home, childcare, and school environments facilitate the development of young children's language and emerging literacy skills throughout daily routines and activities. Language and literacy activities should not be taught in discreet, isolated lessons. Rather, language and literacy should be embedded within the naturally occurring curriculum of a classroom or the daily activities of the home or childcare setting. Language and literacy skills can be developed within activities that occur seamlessly throughout the daily routine such as eating, dressing, playing, toileting, reading, and talking.

The first component of The Montana Early Literacy Project Model describes how to infuse language and literacy activities throughout children's daily preschool routines by developing and implementing Literacy Tubs. This process is accomplished by identifying a theme, assessing students' prior knowledge related to the theme, developing theme-related activities, gathering necessary materials to be utilized and completed over a specified period of time, implementing the activities within the existing curriculum, and then gathering data to determine what the students learned from the activities.

The Literacy Tub Development Process

The Literacy Tub Development Process serves as a planning and organizational tool for early childhood service providers. The following steps describe the process of developing these thematic units.

Step 1. Identify: 1) a theme, 2) a selected children's book, and 3) a song to be the focus for a 2-week period of time. Determine the goals and objectives of the unit including the key vocabulary and target concepts.

Considerations for theme:

- Is it relevant to the program curriculum?
- Is it developmentally appropriate?
- Does it meet objectives for student needs?
- Is it fun?

Considerations for selected book:

- Is the book integrally related to the theme?
- Is it interesting to children?
- Is the text of the story an appropriate length?
- Are rhyming words and/or repeated sentences included in the text?
- Is the book culturally sensitive?
- Are there questionable issues within the wording or illustrations?

Considerations for selected song:

- Is the song integrally related to the theme?
- Is there a rhythmic pattern and repetition?
- Is the verse length appropriate for young children?
- Are there opportunities for associated movement and actions?
- Is it culturally sensitive?

Step 2. Determine students' prior knowledge about a subject, and pre-assess what they know in relation to the selected theme. During small or whole group activity, facilitate a class discussion related to the upcoming theme, for example caterpillars in *The Very Hungry Caterpillar* by Eric Carle. Using a piece of butcher paper to write down the students's dictation, ask each child to tell the class something, if anything, that they know about caterpillars. Ask them to use words to describe caterpillars. Be sure not to "help" the children too much in this activity, because the purpose is to simply determine what they know prior to implementation of the unit. Make a list of the vocabulary, keywords, and phrases that children identify in the discussion in relation to caterpillars. Write the children's names next to the word or phrases that they contributed to the discussion. Date and save the piece of butcher paper to compare with the post-assessment. Tell students that in a few days, they are going to learn even more about caterpillars.

Step 3. Complete a book analysis on the selected story to identify relevant concepts and skills. (See Appendix A for the Book Analysis Form.) The analysis helps to ensure that books selected for the Literacy Tub contain a broad range of characteristics. Considerations should include: the number of words per page, opportunities for left to right finger-sweeping and sequencing following words on pages, repeated sentences or phrases, rhyme, real and pretend contexts, illustration descriptions, diversity representations, concepts presented, feelings, social skills, relationships, and other comments as needed.

Step 4. Choose an additional four to eight children's books from the class, school, or public library that support and relate to the selected theme. Complete the book analysis for each book to ensure a representation of concepts, vocabulary, print, and cultural representations.

Considerations for selecting key vocabulary and target concepts:

- Identify approximately 10 key vocabulary words.
- Are the words included in the selected books and song?
- Are the words applicable to everyday living?

Step 5. Make a song card that illustrates the theme song and includes the words.

Step 6. Gather and create a variety of activities that relate to the theme and selected book to be embedded into the daily classroom routine (i.e. circle, learning centers, snack, recess, and library). "Lesson plans come in a variety of formats; however, good lesson plans contain three components: instructional objectives or intended learning outcomes; materials; and activities that prepare, guide, reinforce, and assess whether the learner has achieved the outcome" (Ashmore, 2001, p. 9). Develop lesson plans for activities using the Literacy Lesson Plan Form and the Bi-weekly Planning Sheet. (See Appendix A for the Literacy Lesson Plan Form and the Bi-weekly Planning Sheet.) Identify expected outcomes within each activity and write activity descriptions that target the five developmental domains: academic readiness, communication, social/emotional, independence, and physical. Include the key vocabulary and target concepts that will be focused on during activity implementation. Also, identify opportunities within the literacy activities to work toward Individualized Education Program (IEP) goals and objectives that meet specific needs of students. Make any necessary modifications and reasonable accommodations to ensure that all students succeed while participating in the literacy activities. Gather needed materials to complete each activity. Be sure to include activities that:

- ✓ focus on the following areas of instruction: language use, print awareness, and phonological awareness. Each of these three areas are described in detail and many activities that incorporate these three areas are described in the resource *Building Early Literacy and Language Skills* (Paulson et al, 2001).
- ✓ are extensions of the selected book, the songs, and the four to eight additional books;
- ✓ target the five inter-related early childhood developmental domains:
    1. academic readiness (e.g., shapes, colors, numerals)
    2. communication
    3. social/emotional and behavioral
    4. independence/self-help
    5. physical (fine and gross motor skills, sensory skills).

Step 7. Compile a list of an additional 20 to 30 theme-related book titles and authors. Books from this list are displayed in the class library and available for children to read during the 2-week thematic unit. The entire literacy Tub book reading list can be sent home to parents.

Step 8. Develop a 2-week lesson plan that infuses the literacy-related activities throughout the school day. (See Appendix A for the Literacy Lesson Plan Form and the Bi-weekly Planning Sheet.)

Step 9. Create a newsletter for families that briefly describes the daily events, key vocabulary, target concepts, extension activities, and other important information such as field trips, snacks, and classroom guests. (See Appendix A for the Sample Newsletter "The Very Hungry Caterpillar.")

Step 10. Design a bulletin board or wall display that illustrates the selected book.

Step 11. Develop a family literacy bag of activities that corresponds to the Tub theme. The process for developing Family Literacy Bags is described in Component Three: Family Connections.

Step 12. Gather the family literacy bag, books, and materials needed for the activities. Make a complete Literacy Tub inventory list. Put all items in a large storage container that becomes the Literacy Tub. Each literacy tub contains the following:

- ✓ Montana Early Literacy Project Manual
- ✓ Literacy tub booklet: tub development and implementation process; tub checkout procedure and guidelines; tub inventory list; tub newsletter sample(s); list of 20-30 theme-related book titles and authors; activity descriptions and materials to complete activities; tub blackline master copies; tub recipes; tub evaluation
- ✓ Multiple copies of the selected children's book (hardback, paperback, and board book, if available)
- ✓ Four to eight additional theme-related books

- ✓ Songcard(s) that illustrate the song or finger play and includes the words to the song
- ✓ Family literacy bag including activities to be sent home with children or given to families during a home visit.
- ✓ Thematic bulletin board/wall display materials
- ✓ *Tell, Show, Help, Praise* Instructional Strategy: Tell-Show-Help-Praise (TSHP) is a gentle, nonintrusive teaching method implemented by teachers at CO-TEACH, which enables children to learn skills in the least restrictive way first, gradually increasing directiveness, only to the point at which the child responds.
- ✓ Sample *Choice Book*: The *Choice Book* is produced at CO-TEACH each year and includes photographs of current preschool students engaged in desirable prosocial behaviors. The *Choice Book* provides children with strategies for problem solving and helps children learn how to effectively deal with a variety of situations that occur frequently in the classroom and at home.
- ✓ Digital camera and several floppy disks
- ✓ Thematic literacy and language CD-ROM/computer software.

The Literacy Tub Implementation Process

The Literacy Tub Implementation Process serves as a procedure for infusing day long language and literacy activities into the existing curriculum. The following describes the process of implementing these thematic units:

Step 1. Read the activity descriptions and lesson plans. Share the activities and lesson plans with the teaching team. For example, use them to communicate with paraeducators, volunteers, special education service providers, and any other adults working in the classroom, so that the entire teaching staff knows and understands what the lesson plan is, what skills will be practiced, and the schedule of each day's events. Staff members may also have ideas or strategies that compliment the Tub, and these could be added to the existing activities.

Step 2. Send the newsletter home to families briefly describing the daily events, highlighted vocabulary, concepts, extension activities, and other pertinent information such as field trips, snacks, and classroom guests. Make sure families receive the letter several days before the Tub implementation takes place. That way families can discuss the activities before, during, and after they are happening at school. This will ensure communication between school and home, as well as allow the opportunity for the same skills to be practiced at school and at home. Skills that are practiced in more than one environment are more likely to be generalized across settings.

Step 3. Using the items from the developed Tub, arrange the classroom to meet the needs of the prepared Tub activities.

- ✓ Hang the bulletin board or wall display that illustrates the selected book.
- ✓ Place the multiple copies of selected children's book, along with the four to eight additional books that support the theme, in the classroom library or reading area.
- ✓ Arrange the activities that are prepared in the Tub at the designated centers in the classroom, for example, a writing activity at the writing center, an art activity at the art center, dramatic play activity in the pretend play area, etc.

- ✓ Include the song card that focuses on the Tub theme in the circle or whole group activity area.

Step 4. Implement the Tub activities along with the existing curriculum for two weeks. Be sure to read the selected book and sing the accompanying song and finger play every day for two weeks. This act of repeatedly reading and exposing a child to the same book is completed in a variety of ways. For instance, when introducing children to the selected storybook for the first time during whole group (such as circle or library) discuss the title, turn the pages, look at the pictures, and talk about what might be happening in the story. The second opportunity children have to "read" the selected book, they will be somewhat familiar with it. Mention key vocabulary words, and read the book aloud to the children. A third opportunity to read the same story can begin by asking the children leading questions about the story such as "What is the name of this story? What is the caterpillar doing in this story? Is the caterpillar hungry? Why is the caterpillar hungry?" Then allow the children to retell the story while you facilitate the discussion and ask leading questions. Another example of story exposure happens each day by singing the related song or finger play. After numerous exposures to the same story and related song, children begin to "read" the story with adults or as they look at the book independently. Children's attention spans also increase when they are able to participate in the act of "reading." They can predict what will happen next and develop reading confidence.

Children benefit from repeated readings in countless ways. When stories are read aloud to children, they are exposed to the content and structure of language, which improves their vocabulary and sentence structure (Paulson et al, 2001). Repeated exposure to the same text provides multiple opportunities for children to assimilate and process the oral language and provides the necessary repetition needed to become familiar with how print works (Barrentine, 1997; Katims & Pierce, 1995; Watson et al, 1994). Furthermore, children who are exposed to the same text and illustrations over and over again build confidence as readers and are able to predict what the sequence of the story is and how the story connects to events in their own lives. Repeated readings may vary in presentation and some examples include: reading the book from beginning to end; looking at the pictures and using the vocabulary within; singing songs and participating in the motions of fingerplays that retell the story; listening to the book on cassette tape; and acting out the story with puppets or flannel board characters.

Step 5. After two weeks, determine what students have learned about the subject/theme using the butcher paper as a post-assessment activity. During small or whole group activity, facilitate another class discussion related to the bi-weekly theme that was just implemented, for example caterpillars in *The Very Hungry Caterpillar* by Eric Carle. Using a piece of butcher paper to write down the students' dictation, ask each child to tell the class what they now know about caterpillars. Be sure not to "help" the children too much in this activity, because the purpose is to determine what they know subsequent to the implementation of the unit. Make a list of the vocabulary, keywords, and phrases that children identify in the discussion in relation to caterpillars. Predictably, the list will be much longer, more descriptive, and involve every child's contribution given the thematic implementation. Date the list and compare it to the pre-assessment activity to determine child gains.

Step 6. Complete the Montana Early Literacy Project Tub Evaluation Materials. (See Appendix A for the Evaluation Materials.) This allows for reflection and evaluation of how the Early Literacy Tub Implementation went, what worked well, what things had to be modified or adapted, what things need to be improved, and what to do differently the next time the Tub is implemented.

The thematic literacy tubs developed by the Montana Early Literacy Project include (by *tub title/repeated reading* – brief thematic description): 1) *The Wheels on the Bus* - transportation; 2) *Heads, Shoulders, Knees and Toes* – All About Me; 3) *Itsy Bitsy Spider* - Spiders; 4) *Rainbow Fish* – Caring, Sharing, & Friendship; 5) *The Very Hungry Caterpillar* – Spring & Butterfly Life Cycle; 6) *Alike and Different* – appreciation of diversity and tolerance; and 7) *Native American Stories* – Native American Indians & Oral Traditions.

As an extension of the original tubs, a series of traveling literacy are also available to be "checked out" and implemented by other early childhood educators and childcare providers across the state and broaden the scope of the MELP project. The traveling tubs include the seven original MELP tubs as well as the following thirteen additional tubs: 1) *Dinosaur Roar* - Dinosaurs; 2) *Twinkle, Twinkle, Little Star* - Astronomy; 3) *We're Going on a Bear Hunt* - Bears; 4) *Barn Dance* – Fall Harvest & Farming; 5) *Growing Vegetable Soup* – Health, Spring, & Gardening; 6) *The Mitten* – Winter & Forest Animals; 7) *The Very Grouchy Ladybug* – Friendship & Bully Prevention; 8) *Peanut Butter and Jelly* – Food & Cooking; 9) *Is Your Mama a Llama?* – Baby Animals; 10) *Eggs* - Hatching; 11) *Chicka Chicka Boom Boom* – Alphabet, Numbers, Shapes, & Colors; 12) *Snowballs* – Family & Winter; and 13) *My Five Senses* – Seeing, Hearing, Touching, Tasting, & Smelling.

Seven original MELP tubs plus thirteen additional traveling tubs equals a total of twenty literacy tubs available for use among special educators, speech and language pathologists, preschool teachers, childcare providers and families across the state of Montana. To date, MELP literacy tubs have been implemented in the following Montana communities: Butte, Dillon, Frenchtown, Heart Butte, Kalispell, Lame Deer, Laurel, Libby, Missoula, Ronan, and Thompson Falls.

These Literacy Tubs are available for check out by families, childcare providers, early childhood special and general educators, and anyone else who is interested. (See Appendix A for Literacy Tub Checkout Process and Guidelines as well as Literacy Tub Contents.) For more information about the Literacy Tubs, please visit www.co-teach.com or contact:

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Component Two: IEP Connections

"They are able, because they think they are able."

- Virgil

"My teacher thought I was smarter than I was, so I was."

- a six-year-old child

Early literacy and language skills begin in infancy and continue to develop throughout the preschool years and beyond. As discussed in Component One, children's emerging literacy and later literacy success depends largely on their acquisition of oral language skills, development of phonological awareness skills, and numerous exposures and experiences with print during their preschool years.

Current research suggests that children at risk of developing reading disabilities can be identified before experiencing reading failure (Catts, 1997). Children who exhibit difficulty learning how to talk are at significant risk for having problems learning to read. Preschool children who are identified as having disabilities face a significant risk of difficulty in acquiring literacy skills. Various studies report that up to 80% of preschool age children with language disorders later display some degree of reading impairment (Adams, 1990; Jenkins & Bowen, 1994; Watson et al., 1994).

Early Intervention

Research has established that early intervention can have a significantly positive effect on children's development. Bishop and Adams (1990) reported that children who overcame their early language difficulties before five years of age were not at risk of developing literacy problems. Those who still had some evidence of language impairment after 5½ years of age were likely to experience difficulties learning to read and spell. Phonological awareness is often one skill area that is lacking in these children.

As defined in Component One, phonological awareness is the understanding that spoken words are made with individual sounds. A lack of phonological awareness is a limitation for young children that may play a major role in future literacy development. Children who enter elementary school with a beginning understanding of the phonological structure of language, or who develop this awareness as a result of early instruction, tend to progress smoothly in learning to read and write (Treiman & Cassar, 1997). Young children, including those with developmental delays, can learn phonological awareness skills (Hodson, 1994).

Early intervention holds a promise of helping reduce reading failure and the negative consequences of that failure (Catts, 1997). Simply, early intervention makes the difference for many young children with disabilities or who are at risk of reading or spelling failure.

Risk Factors, Characteristics, and Early Language Indicators for Literacy Difficulties

Risk factors of literacy difficulties include, but are not limited to: lack of parent/child language interaction, lack of motivation, poverty, and developmental disabilities and delays (Paulson et al, 2001). Students with disabilities are more likely to drop out of school than students without disabilities of similar socioeconomic, racial, linguistic, and cultural background (Council for Exceptional Children, 1994). For students identified as speech impaired, the drop out rate was 32.5%; for students with learning disabilities, 36.1%. These high drop out rates were correlated with failure in basic academic subjects, high absenteeism, and a lack of social bonds with classmates and teachers. Poor reading and written languages skills emerged as primary causes of failure in academic subjects (Vincent, 1996).

Early, consistent, and systematic experience with literacy activities will increase a child's readiness to participate in the general classroom and decrease a child's likelihood of school failure and dropout. Ample evidence from child development and early childhood education points to the benefit of these activities for children, particularly when there is a simultaneous focus on the involvement of their family and community (Vincent, 1996).

Children who are likely to have difficulty learning to read and write when formal instruction begins in the elementary grades are often those who display any or all of the following characteristics:

- They begin school without a strong foundation in the oral language structure.
- They have an inability to attend to the sound structure of spoken and written words.
- They have limited experiences with print, which hinders their understanding of the purpose and function of reading and writing (Catts, 1997; Jenkins & Bowen, 1994; Snow, Burns, & Griffin, 1998; Stackhouse & Snowling, 1996).
- Among the poorest readers in later years are children with underdeveloped phonological awareness in preschool and kindergarten (Ball, 1993).

Research has identified several early language characteristics that are indicators for possible difficulties in developing literacy (Snowling & Stackhouse, 1996). The causal relationship has not been firmly established. However, many young children who had language difficulties and also experienced difficulties with literacy development displayed the following characteristics:

2½ years. When children at two and a half years of age in the early stages of language development use short, simple sentences and their word production is not very accurate, they are displaying some difficulty figuring out the structure of language. Their speech is often characterized by the use of mainly single word utterances, a small number of speech sounds (typically /b, m, d/), and a limited number of vocabulary words.

3 years. At three years of age, difficulty understanding language, difficulty naming common objects accurately (e.g., saying "cow" for a horse, a "sit down thing" for chair, "fork" for spoon), or speech that is difficult to understand are indicators of literacy difficulties.

4 years. Four-year-old children who experience difficulties with language structure and putting words together in sentences appropriately (e.g., "she-her going to-a store" for "she is going to the store" are at risk for experiencing literacy difficulties. Another indicator is word junction problems, which occur when word boundaries are not easily determined (e.g., when asked if the child wanted "to sit on a pillow or a chair," the response was "pillowora" combining three words). Another indicator is difficulty differentiating between similar sounding words and producing complex sound clusters and words (e.g., saying "ice fream" for ice cream or "pasgetii" for spaghetti or "I fed the pigeons to the flag" for "I pledge allegiance to the flag…").

5 years. Oral language indicators for children entering kindergarten may include difficulties with accurate naming or word-finding problems. There may be a lack of print awareness, poor letter and sound knowledge, poor rhyming skills, and a limited sensitivity of phonological awareness.

Some educators tend to believe that learning to read does not begin until children encounter formal, sequenced, direct instruction and that emerging reading and writing behaviors are not real, but are precursors. Because it is sometimes thought that children with special needs often are not "ready" to interact with print, they may have and be provided very limited experiences with reading and writing activities (Watson et al., 1994).

Current research overwhelmingly supports the importance of facilitating emerging literacy and language skills in all preschool age children as a critical foundation for literacy development. Increasingly, the programs that children enter after their experience in early childhood special education settings are general kindergarten classrooms. Developmentally appropriate literacy activities for toddlers and preschoolers are a powerful determinant of their enjoyment and success with primary grade literacy activities, and the successful inclusion of children with disabilities in elementary level settings is enhanced when they can participate in the "general" curriculum (Vincent, 1996).

The Montana Early Literacy Project Model embraces the notion that early childhood programs should not replicate formal reading instruction provided in elementary school. Instead, they should include experiences that promote children's development of vocabulary, concept understanding and reasoning skills, listening comprehension, expanded use of sentence structures and sense of story, sensitivity to the sounds of language, and print awareness (Paulson et al, 2001).

Assessment

The development of emerging literacy skills in young children is too important to allow a "wait and see" approach. To facilitate the development of literacy skills, children need to acquire oral language skills, develop phonological awareness skills, and have many exposures and experiences with print. Identifying children's strengths and needs in language and emerging literacy skill development allows educators to plan early and appropriate interventions.

If a parent, caregiver, or teacher has concerns about a child's development, they can make a referral to their local school district. After obtaining parental permission in writing to assess the child, the evaluation process can begin. It is imperative that educators and service providers use a variety of both informal and formal assessment tools to determine children's individual present levels of literacy and language skills, rather than using one assessment to determine a child's skills. An example of a formal assessment is the *Peabody Picture Vocabulary* standardized test. Some examples of informal assessments are parent interviews, portfolios with samples of student work, language samples, the *Emerging Literacy Checklist,* and the *Emerging Literacy Screening* (Paulson et al, 2001).

Emerging Literacy Checklist. The *Emerging Literacy Checklist* may be used by early childhood educators, speech and language pathologists, parents, and caregivers to identify the general level of children's literacy development. The items on the list provide a basis for determining which skills have been acquired, which skills can be enhanced, and which skills need to be developed.

The checklist is designed to provide information in the areas of language use, phonological awareness, and print awareness and can be used initially to identify the level of skill development and later to document the child's progress and growth. It is particularly important to identify skill areas that are not developing at an expected rate, especially those skills that are predictive of future difficulties with reading and writing. When delays are identified, appropriate interventions can facilitate the development of those skills. The specific assessment dates can be noted on the lines provided at the top of the form. Also, the date that skills were observed can be written on the line in front of specific items. Children's understanding of many basic concepts develops during the preschool years. (See Appendix B for the *Emerging Literacy Checklist.)*

Emerging Literacy Screening. Knowing the level of emerging literacy development children have attained is fundamental in designing the most appropriate educational program. To identify specific skill development, the *Emerging Literacy Screening* can be used to assess emerging literacy skills as part of a comprehensive evaluation in determining children's level of skill development. The results can be used to identify goals and objectives for specific children's Individualized Education Programs (IEPs). There is no standardization or normative data available for this screening instrument. The information obtained from the screening can be used as a guideline to estimate the rate of children's growth and areas of strength and need in their emerging literacy development. The screening items in each of the three areas are ordered in a general developmental sequence with earlier skills listed first followed by more complex skills. The skill items in the Language Use, Phonological Awareness, and Print Awareness sections begin to develop in children as young as two years. All of the skills on the screening should hopefully be acquired by the time children complete kindergarten.

The *Emerging Literacy Screening* is designed to be given individually to children ages three through six years. The administration time generally requires 10 to 20 minutes depending on the child's participation, cooperation, and attention. The items in the *Emerging Literacy Screening* were chosen because of the relevance to developmental sequences in young children and the ease in identifying the particular skills. The list is in no way intended to be exhaustive of all the skills that are part of language development or emerging literacy. The listed skills provide a general picture of children's awareness and understanding of emerging literacy development in the areas of language use, phonological awareness, and print awareness which have been identified as being predictive of success or failure in learning to read and write. Identifying skill areas that are lacking and then providing appropriate activities to help children develop those skills, builds a strong foundation needed for the development of reading and writing. (See Appendix B for the *Emerging Literacy Screening* and instructions.)

Individualized Education Programs

Over 90% of preschool age children receiving special education services in the state of Montana are identified as having speech and language needs (McCarthy, 1996). Early communicative competence is already affected in these children, leading to the finding that later literacy competence also suffers. In fact, approximately half of these children identified during the preschool years as needing special education are then labeled as either learning disabled or speech and language impaired by third grade (Vincent, 1996).

After a child has been evaluated and identified by a Child Study Team (CST) as having special needs, a team writes an Individualized Education Program (IEP). The IEP team is comprised of the following: the child's parents and/or caregivers; advocates or any person who has knowledge of and interest in the child and who is invited by the child's family; the child's teachers; a representative of the public agency, other than the child's teacher, who is qualified to provide, or supervise the provision of, special education; the child (when appropriate); other individuals at the discretion of the parents or agency; and member(s) of the evaluative team or related service providers with evaluative information to share from the Child Study Team. In addition, if transition services are being considered, a representative must be included from each agency providing such services (Bateman, 1996).

IEPs serve many purposes. For instance, they are a communication vehicle and contract between parents and school personnel that enable both, as equal participants, to jointly decide what the student's needs are, what services will be provided to meet those needs, and what the anticipated outcomes may be. The IEP provides an opportunity for parents and school personnel to come to a mutual agreement regarding the student's individual needs. It serves as an evaluation device for use in determining the extent of the student's progress toward meeting the prioritized goals and objectives. An IEP is a management tool as well as a written commitment of school resources, to ensure that each student's individual educational needs are addressed. Finally, the IEP serves as a monitoring instrument that may be used by parents, administrators, and authorized personnel to ensure that the student receives a free, appropriate public education (Bateman, 1996).

Effective IEPs individualize the child's program; specify all necessary special education, related services, and modifications; address behavior/discipline for every child for whom there is any reason to believe it may be an issue; base IEPs on the individual child's needs, not on present availability of services in the district; observe all procedural requirements of the law; and ensure meaningful parent participation remembering that the parents are decision-makers just as other team members are (Bateman, 1996). IEP goals and objectives should address what the child needs to be successful, be understandable to families and all other team members, and be written so that they can be implemented in the classroom and child progress can be measured.

Changing View of Developmental Disabilities

Vincent (1994) identified the need for educators, service providers, and families to make a shift in the way they view and practice special education and to make a transition from the "Old Model" to the "New Model" of viewing and approaching developmental disabilities. The Old Model of practicing special education began with professionals identifying and explaining to parents a child's deficits and then diagnosing or labeling a child with a disability. Next, the goal of professionals was to "fix" the child. However, it is now understood that people with disabilities are not broken and do not need or want to be "fixed." While they may have certain neurological or physiological differences, they need people to have high expectations of them, to be recognized for their capabilities, and to be supported with appropriate resources and interventions to meet challenges.

The New Model of practicing special education begins by using a team approach, which includes the parents, to identify the strengths of a child and to look at capabilities and possibilities. Next the team's goal is to identify supports and resources necessary for the child to be successful and to reach his full potential. Most importantly, embracing the New Model encourages home/school partnerships and the recognition that parents have a great deal to share with and to teach professionals, as they are experts with regard to their own children. (See Appendix B for Vincent's "Changing View of Developmental Disabilities.")

Mapping Systems Approach

Mapping, developed by Marsha Forest and Judith Snow in 1985, is a systems approach to help team members plan for the inclusion of students with special needs into general classrooms. The Mapping process is a way to put the "New Model" of special education into practice. Mapping is usually implemented as part of the IEP meeting process, but it can also be used during Child Study Team meetings, transition meetings, parent/teacher conferences, open houses, professional development goal setting, family orientations to a new program or school, or whenever there is a need to set a positive tone for a meeting.

The Mapping process drives inclusion and allows for all team members to participate and brainstorm during the meeting. The goal of the IEP team is to help children achieve and reach their highest potential, not to "fix" them. Mapping ensures that supports and resources will be in place when a child comes to school, and ensures that the team of family members, educators, and service providers all participate in the process of building on the child's strengths to make possibilities become realities (Vincent, 1994).

There are three key questions at the heart of the Mapping process: 1) What are the child's strengths? 2) What are the team's hopes and dreams for the child? and 3) What are the child's individual needs and the team's concerns for the child? When team members participate in the Mapping process and collaboratively answer these three questions, they begin to build a positive relationship with both the child and her family. (See Appendix B for the IEP Mapping Form).

Five rules for the Mapping process.

The rules for the Mapping process have been adapted from Forest and Snow (1985).

Rule 1. The team uses three large pieces of butcher paper, which become the visual maps, to address each of the three key questions:

- Strengths become the present level of performance for the IEP
- Hopes and Dreams become the broad goals for the IEP
- Needs and Concerns become the short-term objectives for the IEP

Rule 2. The IEP team should identify one team member to be a Mapping facilitator and one team member to be a Mapping scribe. The facilitator makes introductions, keeps track of time, and ensures that educational jargon is eliminated and vocabulary used by team members is easily understood by everyone. The scribe validates what each team member contributes by writing down word-for-word what the speaker says on the butcher paper or maps.

Rule 3. Parents are invited to speak first. They can express what they know their child can do and what they see as their child's strengths, skills, motivations, and interests.

Rule 4. Everyone on the team is an equal partner, and everyone has an opportunity to participate and contribute ideas, knowledge, and priorities for the child. There are no right or wrong answers or judgments made about contributions.

Rule 5. No one comes to the meeting with pre-written goals and objectives.

Because Mapping is a strengths and needs driven model, statements during the meeting are positive and focus first on what a child is able to do well. Mapping is family-centered, empowering families to share their knowledge with other team members and schools. Parents are recognized as experts and decision-makers regarding their child's motivations, interests, and abilities. During the Mapping process good meeting manners are fostered, because everyone participates, waits his turn, and listens while someone else is speaking.

Early Literacy and Language Sample Goals and Objectives for IEPs

Identifying young children's strengths and needs in the context of early literacy and language development allows educators to plan appropriate interventions that lead to literacy competence and can be bridged into the child's home and school experiences (Vincent, 1996). When writing IEPs for preschool children with disabilities, IEP teams must intentionally include goals and objectives that address emerging literacy and language skills within the five inter-related developmental domains identified in federal eligibility regulations for children with disabilities (Neilsen, et al., 1994). As stated in Component One, the five developmental domains are: 1) communication; 2) social, emotional, and behavioral; 3) physical; 4) self-help and independence; and 5) academic readiness.

The following are Early Literacy and Language Sample Goals and Objectives for IEPs. The goals and objectives are divided into the three areas that research has identified as critical for early literacy and language development: language use, print awareness, and phonological awareness.

Language use.

Goal: Understands basic concepts (i.e. up, down, over, under, etc.)

Objective 1: imitates model demonstration of basic concept

Objective 2: identifies basic concept by pointing to picture or object

Objective 3: expresses basic concept to describe picture or object

Goal: Uses speech that is understandable

Objective 1: uses speech that is understandable 50% of the time

Objective 2: uses speech that is understandable 75% of the time

Objective 3: uses speech that is understandable all of the time

Goal: Uses sentence structures appropriate for age

Objective 1: uses 2 – 4 word sentences

Objective 2: uses 5 – 7 word sentences

Objective 3: uses 8 – 10 word sentences

Goal: Uses rhythm in songs, nursery rhymes, and finger plays

Objective 1: fills in key words to familiar songs/finger plays

Objective 2: follows tune using half of words in verse

Objective 3: follows tune using most or all of words in verse

Goal: Relates a story using a sequence of events

Objective 1: tells a story using 3 related events

Objective 2: tells a story using 5 related events

Objective 3: tells a story with a defined beginning, middle, and ending

Phonological awareness.

Goal: Improves understanding of rhyming

Objective 1: recites words in verse that rhyme

Objective 2: identifies words that rhyme

Objective 3: produces strings of words that rhyme

Goal: Blends parts of speech into word units

Objective 1: blends 2 to 5 syllable words from syllables

Objective 2: blends beginning sound and rest of word in monosyllabic words

Objective 3: blends monosyllabic words from sounds

Goal: Segments speech into word units

Objective 1: segments words into syllables

Objective 2: segments onset (beginning sound) and rime (rest of word) in consonant-vowel-consonant (CVC) words

Objective 3: segments sounds in CVC words

Objective 4: segments sounds in CCVC words

Print awareness.

Goal: Understands the function and purpose of books

Objective 1: identifies the pictures and the words on a page

Objective 2: uses left to right sequence sweeping finger across words in text

Objective 3: uses 1:1 word correspondence when pointing to words in familiar text

Goal: Improves understanding of letter/sound relationship

Objective 1: sings the alphabet song

Objective 2: identifies letters in alphabet

Objective 3: identifies letter sounds

Goal: Improves writing development

Objective 1: uses mock letters in writing

Objective 2: uses random letter strings in writing

Objective 3: uses semiphonetic spelling of words in writing

Objective 4: uses phonetic spelling of words in writing

Examples of Early Literacy and Language Activities

Examples of activities that target early literacy and language IEP goals and objectives are located in Appendix B. Many of these activities are included in the Literacy Tubs and implemented at the project demonstration and replication sites. These activities are published along with the *Emerging Literacy Checklist* and the *Emerging Literacy Screening* in ***Building Early Literacy and Language Skills*** (Paulson et al, 2001) and can be put into practice in early childhood preschool programs, childcare centers, and family homes.

Component Three: Family Connections

"The presence of parents can transform the culture of a school."

- S.L. Lightfoot

"Parents are in many ways like teachers, perhaps even more so, for they are the teachers of a lifetime.

- Simon Glustrom

Language and literacy development begins at birth and is nurtured in the context of the family. Children's acquisition of language and literacy is supported through positive interactions with parents, caregivers, and teachers. Examples of these interactions include talking to and listening attentively to children, reading to and with children, telling stories to children, singing songs with children, and writing with children.

Early literacy and language activities are significantly impacted by the emotional response of children to their experiences. Expressions of affection during interactions create a positive, consistent emotional bond that demonstrates learning as a natural and joyful part of life (Becher, 1984; Kellaghan, 1993). When children are in safe, loving environments and have opportunities to observe and interact with others, they learn how language and literacy is used to explore, share information, solve problems, build relationships, and create ideas. They readily engage in their ever-expanding world of communication.

The Home Curriculum

The home is an ideal setting for effectively enhancing children's language and literacy development. Research on the home curriculum identifies specific patterns of family life that contribute to children's learning. These practices include the parent-child relationship, the daily routines of family life, and family expectations (Redding, 2000).

Parent-child relationship. Quality literacy interactions that foster a positive parent-child relationship are active learning experiences involving both parent and child. During these exchanges, parents must be fully engaged with the child in the activity. When interacting with the child, the parent or caregiver should show expressiveness. This includes body language and non-verbal behaviors, as well as, tone and volume of voice. Adult facial expressions should display enjoyment and delight in the child's responses. The child should read pleasure, surprise, and approval from all adult non-verbal behaviors.

Parent-child interactions may be structured or unstructured. They are most effective when they involve authentic literacy activities and move the child toward independence. Parents act as powerful models when their children see them using literacy for real purposes in their own lives such as writing grocery lists, paying bills, and reading the newspaper. Talking to children, expanding children's language, and labeling objects and actions build children's vocabulary and are essential to parent-child language and literacy interactions. Careful listening and attentiveness to children's responses give the parent opportunities to model and expand the child's understanding of language and vocabulary.

Daily Routines. As in a school setting, interactions and activities in the child's home environment should be embedded throughout the child's daily routine. Everyday activities such as sharing a meal, changing a diaper, going to the grocery store, telling a bedtime story, singing songs, picking up toys, and talking on the phone are all opportunities to increase a child's early literacy and language skills.

Most families, regardless of their background, recognize their child's strengths and abilities, and have hopes, dreams, and high expectations for their children to achieve success in school and life. Parents can provide a supportive home environment that will assist their child in meeting or even exceeding expectations in a variety of ways. For instance, parents can listen to their child and encourage the child to talk about what they are doing and thinking. This can be communicated through verbalizations and physical contact. A hug or pat on the back can help a child to persist and to build self-confidence. Children should be allowed to take initiative, make choices, and lead activities. Appropriate choices and decision-making are important to the child's developing sense of self. When a child has an opportunity to self-select activities, and when an adult follows the child's lead, an increasing level of child responsibility and independence is achieved.

Home-School Partnerships

Three decades of research have demonstrated strong linkages between family involvement in education and school achievement. An important role for educators in building home-school partnerships is encouraging and providing opportunities for meaningful family involvement. Family involvement must reflect a family-support philosophy with emphasis on building upon family strengths and developing partnerships with families based on mutual respect and responsibility.

Early Childhood educators can work collaboratively with parents to determine the most appropriate home extension activities. For children with Individualized Education Programs (IEPs), home activities support attainment of identified goals and objectives, making the partnership between school and home genuine and effective. This may include assessing needs collaboratively, linking the child and family to available services, and identifying roles and responsibilities for school personnel and parents. Educational materials and resources should also be provided to the family.

Family Involvement Literacy Activities at School

To ensure optimal support of a child's language and literacy development, materials should be shared with the parents along with an appropriate level of parental instruction. Parent education can take place in the home through a home visit or at the early childhood center. Parent education may include promotion of specific behaviors by parents to enhance their role as effective supporters of their child's literacy progress.

Perhaps the most powerful form of family involvement occurs when parents are actively engaged with their children at home in ways that enhance learning. In a review of literature on parent involvement in education, Thorkildsen and Stein (1998) reported three main themes emerged from the studies they reviewed: 1) A supportive home environment provided by parents with high expectations for their child's success in school consistently has the strongest relationship with achievement; 2) Parent communication with the school is important, as is communication between the parent and child about school; and 3) Parents need strong, ongoing support from schools to provide effective parent involvement.

Suggestions for Involving Families in Classroom Literacy Activities. Some families may be reluctant to come to school events due to lack of time, their own negative school experiences, and cultural incongruity. Effective family involvement activities are those that enhance family/school communication, without putting additional demands on already overburdened families. These activities go beyond traditional family involvement strategies, reflecting a philosophy of creating inclusive, supportive family-school partnerships. They are activities that are embedded into the school curriculum and community.

The following family involvement literacy activities and events currently take place at Cherry Valley Elementary School and the CO-TEACH Preschool Program. Some, if not all of these activities, can be easily adapted and incorporated into other early childhood settings. To participate in a child's preschool classroom experience family members can:

- ✓ **Observe and visit schools** - Family members are as much a part of the preschool program as the children are. Families are welcome to participate at school as often as their schedules allow. Families may come to school simply to observe, or as they become comfortable, they can assist teachers and children and teach activities or share their special talents. Upon arrival, family members and other classroom visitors should check in with the classroom teacher, put on a nametag, and sign the Visitor Log. (See Appendix C for the Visitor Log.)
- ✓ **Teach a learning center, small group, snack table, or circle activity** - Families have many special abilities and talents to share at school. Whether it is teaching an art activity, playing a musical instrument, or cooking a snack, families are welcome to participate at school. Early literacy skills such as sequencing, keeping rhythm, and following recipe directions require adult facilitation and child repetition and practice.

- ✓ **Read books to children in the classroom library** - Parents can read to children individually or in small groups. The library includes the following items that are available for families to check out: board books, paperback books, child-published books, interactive books, big books, photo albums, catalogs, magazines, and books on tape. (See Appendix C for the Classroom Book Check Out form.)
- ✓ **Assist children at the writing center** – The writing center provides an opportunity for children, along with their families, to engage in print awareness activities such as: using writing utensils; writing symbols, letters, names, and numbers; writing letters and addressing envelopes; using stamps and stickers; labeling objects; and making books.
- ✓ **Read and complete the Early Literacy Family Feedback Form** – The Early Literacy Family Feedback Form is a quick, easy questionnaire that asks families to reflect on their literacy practices and their child's literacy progress at school. (See Appendix C for the Early Literacy Family Feedback Form.)
- ✓ **Attend a puppet show performance** - Puppet Shows at preschool focus on quality children's literature with repetition and rhyme, repeated readings, imaginary play, language use, writing or print awareness, and family involvement. Children write invitations to be sent home, decorate their puppets and backdrop, and learn their speaking parts. Then they put on a puppet performance at school for their families. Family members are

all welcome to attend or to assist with any of the preparations. (See Appendix C for "We're Having a Puppet Show" Lesson Plan.)

- ✓ **Make a photo album page with a child for the class family photo album and family bulletin board** – Parents and children design, decorate, and label a photo page together. Each child shares the photo page with the class and uses language skills to "read" the descriptions and tell stories of the events. The pages are collected into a "Class Family Photo Album" and put in the classroom library. (See Appendix C for a Family Photo Album lesson plan.)
- ✓ **Read bi-weekly newsletters** – Newsletters are an excellent way to communicate between school, families, and children about daily early literacy and language activities. Newsletters also provide families with information about daily lessons, new concepts, or target vocabulary. Families can use the newsletter as a discussion tool to prepare children for upcoming school events. (See Appendix A for a Sample Newsletter – "The Very Hungry Caterpillar.")
- ✓ **Read and relax in the Family Center** – The Family Center is designed to give dads, moms, grandparents, and siblings a place to relax, visit, read, put puzzles together, and play. It provides an opportunity for parents to connect with one another and to exchange ideas and information. The Family Center allows parents to read research materials or magazines, and drink coffee or water, while younger siblings play with toys or look at books.

✓ **Recognize and reinforce children for following school rules such as using *Good Talking Words*** (Paulson and van den Pol, 1998) - *Good Talking Words* (*GTW*) incorporates basic social communication skills to teach young children what interacting appropriately in social settings with their peers and adults looks like, sounds like, and feels like. (See Appendix C for a *Good Talking Words* letter to parents.) Twelve lessons target social skills using puppets, colored pictures, quality children's literature, posters, and certificates. *GTW* includes a family component that encourages consistent vocabulary and expectations across school and home settings to enhance development of social communication skills in young children.

✓ **Attend and participate in "Family Fun with Food" snack activity** – Family Fun with Food snack activities encourage family involvement at school, as well as alliteration skills, by inviting family members to come to school and eat snacks based on the first sounds in names, for example: Muffins for Moms, Garden Soup for Grandparents, Pancakes for Papas, and Sundaes for Siblings. Children write invitations to their family members and address envelopes. All family members are welcome! (See Appendix C for "Family Fun with Food" snack activities.)

✓ **Attend and participate in "Family Book-making Night"** – Children and families bring any items from home that they want to include in their books and can choose what type of books they want to make. The school provides the materials such as: markers, crayons, stickers, scissors, paint, glitter, and construction paper. Families are welcome to make an extra copy or an extra book for someone special. The classroom digital camera is available to check out and take pictures. Make it a potluck event and call it "Family Feed and Read!" (See Appendix C for a sample Family Book-making Night invitation.)

✓ **Attend and participate in "Family Fun Nights"** - These informal evenings offer a setting for parents to get to know one another and school staff. They also provide opportunities for teachers to discuss how family members can participate in their children's education. The goal is to get families involved in literacy activities with their children and to establish a habit that keeps going.

✓ **Create "Traveling Books"** – Traveling books are written collaboratively in class, with each child contributing a page on a shared topic. These books demonstrate child progress, individually and collectively as a class. The children then take the traveling book home to read with their parents. The traveling book then returns to school and becomes part of the classroom library.

✓ **Volunteer to assist with "Friday Afternoon Clubs"** – Children identify skills that they would like to learn that may not be included in daily classroom activities. Each class lasts for six weeks, includes 10-12 children of different ages and grade levels, and is facilitated by a teacher, an aide, or a community member. Clubs include crafts, needlework, dancing, Native American culture and traditions, hands-on computer, science, health, drama, sports, games, and art. Students create the activities that meet their individual needs and interests.

- ✓ **Facilitate living books on the computer** – The classroom computer is an excellent tool to promote early literacy and language skills in young children. Families can work with children at the computer and encourage skills such as problem-solving; color, letter, number, and word identification; taking turns; and waiting, just to name a few. At the computer, children have opportunities to create their own interactive stories, to hear stories read, to listen to and sing along with songs, to experience rhymes, and to play with and manipulate words
- ✓ **Accompany class on field trips** – Family members are invited and encouraged to accompany the class on educational field trips. (See Appendix C for a sample Field Trip Release form.) Field trips provide opportunities for children to learn about their communities. Examples include: hiking in the mountains, riding the carousel, visiting the humane society, going to the post office, cleaning up garbage near the school, and going to the public library. Upon returning from a field trip, children write a class thank you note to the community field trip host and engage in a writing extension activity such as making a class book, drawing a picture, or labeling photos taken on the field trip.

Home and Community Extension Literacy Activities

Recognizing that families have naturally occurring literacy events and strengths is critical to developing appropriate home extension literacy activities. It is necessary to recognize and consider cultural backgrounds, learning styles, personalities, skills, and interests when selecting family home extension activities. Young children acquire language and literacy best in situations compatible with their home culture. Parents and children alike are inherently curious, intrinsically motivated, self-directed learners who can construct knowledge through interactions with others and their environment.

Early literacy and language activities that are implemented in the early childhood preschool setting can easily be extended to the home environment in a variety of ways. The school or early childhood setting can offer support to the language and literacy development of children by providing education and materials to parents to help create literacy rich environments for children. The home setting can provide a variety of literacy materials that are easily accessible to the child and a space to use them. Materials include books and other forms of print, writing tools and paper, paints, blocks and other toys.

Parents can support their child's literacy development through verbal and non-verbal interactions. Smiling, listening, watching, making eye contact, and being in close proximity are as important as the verbal interactions of talking or asking questions. These behaviors help strengthen the positive emotional bond between parent and child and encourage the child to take risks and build confidence as they try new words and phrases in their emerging communication skills.

Families can further support their children's literacy development by creating a language and literacy-rich home environment and by having the materials, space, and time for quality literacy events and interactions. Parents provide encouragement by giving recognition and by valuing their child's early literacy achievements through praise and celebration, in much the same way they naturally do for walking, talking, and other developmental milestones.

Suggestions for Including Families and the Community in Literacy Activities. The following are suggested home and community literacy extension activities. These activities currently take place at the CO-TEACH Preschool and Cherry Valley Elementary school. Some, if not all of these activities, can be easily adapted and incorporated into other early childhood settings.

Family members can:

- ✓ **Read child-published books with children** – Books that the children create at school can be taken home and read with family members. Published books are books that the children author and illustrate.
- ✓ **Read books from the home book bags** – Each day, children take home a book in their home book bags to read to parents or other family members. The family member then writes comments about the story and the child's reading.
- ✓ **Check out library books and other educational resources, such as videos, from the classroom** – Classroom library books and other educational resources can be checked out, taken home, and shared with family members. (See Appendix C for the Classroom Book Check Out form.)
- ✓ **Read student portfolios –** Individual student portfolios can be sent home to families twice a year. Portfolios include child work, photographs, favorite activities, and descriptions of child abilities. Student portfolios

are presented to families in a "book" format that can be read by both child and parent.

- ✓ **Invite teachers for a home visit** – Teachers can be invited to visit or meet with families in their homes and can bring literacy extension activities that are fun, easy to implement, and engaging for the whole family.
- ✓ **Attend early literacy conferences, parent education opportunities, and family seminars** – Schools often provide educational opportunities for family members. For instance, at CO-TEACH, a weekly staff seminar takes place each Tuesday at 4:00 PM. Families are invited to attend and sometimes even participate as guest speakers. Educational topics discussed include, but are not limited to: early intervention, inclusive preschool practices, individual student needs, instructional strategies, family involvement, school safety, early literacy and language skills, social communication skills, reducing challenging behavior, providing positive behavioral supports, data collection, curriculum and assessment, and kindergarten transition.
- ✓ **Attend public library nights** – Schools can inform parents about literacy opportunities and events that take place in the community, such as public library nights, book fairs, and theatre.

- ✓ **Include the larger community** – at Cherry Valley Elementary School, parents regularly bring children's published books to local doctors' and dentists' offices. Local residents can not only read the latest student works, but they can also sign their name and write responses to the book on the comment page.

- ✓ **Floppy Rabbit's Journal** – Each night, a stuffed rabbit named Floppy goes home with a different child, armed with a reading bag that contains literacy materials such as Picture Story / Word Story journaling activity and colored pencils. On the first page, "Welcome to Floppy Rabbit's Journal," it is explained to parents that because Floppy is not too good at writing yet, it is up to the child who takes Floppy home to confer with parents to facilitate the journaling activity. The child draws a picture story about Floppy's stay, and then "writes" a word story aobut the adventure. Parents are encouraged to write their own version of Floppy's stay, so children can see that their parents also enjoy writing.
- ✓ **Intergenerational relationships** – At Cherry Valley, children visit the local nursing home and become friends with one or more residents. Children then interview the residents, who frequently tell stories about their lives. Young children remember as much as they can and then draw a picture and "write" a story about the interview, publish it, and take it back to the nursing home, where they read it to the elderly residents.
- ✓ **Participate in activities included in family literacy bags** – Literacy bags that contain literacy materials including books, puzzles, and writing materials can be sent home with children or delivered by a teacher during a home visit. (See Appendix C for a Sample Family Literacy Bag – "The

Very Hungry Caterpillar.") Below is a description of the Family Literacy Bag development and process.

Family Literacy Bags

The foundation of children's literacy learning is laid in the home. The Montana Early Literacy Project includes a Family Literacy Bag component to complement each Literacy Tub. Each Literacy Bag is designed around a Literacy Tub theme, contains 3-5 theme-related books, a story extension activity, a writing activity, and supplemental materials such as a craft activity or an educational game.

Family Literacy Bag Development Process

The following steps provide instructions for teachers and caregivers to follow when developing the Family Literacy Bag activities.

Step 1. Involve families

- ✓ Learn about family literacy in the region.
- ✓ Survey parents regarding amount of time spent engaged in reading and writing activities with their children.

Step 2. Select and gather materials

Considerations for material selection:

- ✓ Invite parent suggestions about material selection.
- ✓ Use developmentally appropriate resources and materials that encourage family involvement and are easily manageable in the home setting (books, paper, writing utensils, puzzles, computer software, audio tapes, videos)?
- ✓ 3-5 books that relate to the Literacy Tub theme
- ✓ a writing activity

- ✓ a game or craft activity
- ✓ include materials for homes with adults with limited literacy skills (books on tape, videos, wordless book, pictorial directions for crafts)
- ✓ all materials needed to complete the tasks
- ✓ a container to hold all the materials

Step 4. Create an introduction lesson for each Literacy Bag activity. This lesson can be shared with the family to introduce a Family Literacy Bag at a home visit.

Step 5. Create a family information card for each Literacy Bag that includes key vocabulary, concepts, and tips to involve children in the activities. This card can be given to the family at the home visit.

Step 6. Send an information letter about the Literacy Bags to the families, and invite them to sign up for an initial home visit.

Step 7. Assess success of the Family Literacy Bags by including a comment card for families to evaluate the usefulness of the literacy bag activities.

Family Literacy Bag Implementation Process

The following steps provide instructions for families to follow when implementing the Family Literacy Bag activities.

Step 1. Designate a time free from distractions to implement one or two of the literacy extension activities. Find a quiet and comfortable place to explore the literacy bag with your child.

Step 2. Take your time. There is no need to complete the entire bag in one night. Spread the activities out over a several days.

Step 3. Include siblings and make it a family literacy event.

Step 4. Encourage your child to choose what he would like to do from the bag. It is okay for your child to choose the same book repeatedly. Children learn and gain literacy confidence from the repetition and familiarity with the text.

Step 5. If your child is resistant to an activity, set it aside. Try the activity again another day.

Step 6. Before reading, look through the books with your child and talk about the pictures. Try to connect the pictures to something in your child's world. For example, when looking at a book about butterflies, you might say, "Look at the pretty butterfly. We saw butterflies at the park last night."

Step 7. Reread stories and repeat activities. Children are soon able to predict what will come next and "read" along with you. When reading a familiar book with a repeated phrase, leave off the last word and encourage your child to complete the phrase.

Step 8. While reading the book, periodically ask your child, "What will happen next?" Even if your child is familiar with the story, ask this question because it gives your child confidence and pride in knowing the correct answer.

Step 9. At the end of the story, ask your child an opinion question, for example, "Do you think butterflies sleep?" or "Where would you fly if you were a butterfly?"

Step 10. Allow your child to decide when you are done working with the materials. If you are having trouble engaging your child, set a simple goal. For example, tell your child, "Today we will read one book from your school bag." Then allow your child to choose which book she would like to read with you.

Step 11. Initially, it is not necessary to read every word in the book. Start by just looking at the pictures and labeling objects in the picture with your child. This will slowly capture your child's interest and increase your child's attention span.

Step 12. Expand upon themes that interest your child. Go to the library and find additional books and resources.

Step 13. Have fun spending quality time with your child (ren)!

Family Literacy Bags encourage families to participate in early literacy and language activities that benefit children by providing materials and educational support. The Family Literacy Bags include extension activities that allow a child to interact with his family members while practicing skills that are being learned at school. This activity increases the likelihood that a child will be able to generalize literacy skills across settings. Furthermore, the Family Literacy Bags serve as a vehicle for schools to communicate with families about how to interact with children in terms of reading and writing.

Component Four: Diversity Connections

"We must never forget this global system is made up of billions of individuals each of whom has a face, a voice, and a right to participate."

Queen Noor of Jordan (August, 2000)

"We are for difference: for respecting difference, for allowing difference, for encouraging difference, until difference no longer makes a difference."

Johnetta B. Cole, President Spellman College (1990)

The Montana Early Literacy Project Model is based on the foundation that cultural and developmental factors play a critical role in the learning process. Children come to school with cultural-linguistic diversity and possess varying cognitive, linguistic, social, and physical abilities. These characteristics of the learner are recognized as assets and acknowledged as vehicles through which literacy can be taught and learned. Ensuring equity in literacy instruction is knowing and responding individually to the child's unique cultural background and experience and to their individual learning styles and abilities. Component Four of the model describes the importance of embracing cultural and linguistic diversity and addressing individual diverse abilities. Components for creating school and classroom climates and assessing the level of success are discussed.

Embracing Cultural and Linguistic Diversity

Components for student success. Culturally inclusive learning opportunities set the stage for life-long learning. Early literacy activities that are inclusive of each child's culture and ability help build individual strengths. Children use their strengths and what they bring to the learning environment, in the form of prior knowledge, to construct cognitive bridges to new learning. Early literacy educators have the responsibility of making every effort to include and integrate the students' culture(s) and language into the preschool classroom by facilitating a diverse array of instructional strategies and learning approaches and implementing literacy materials that reflect a variety of cultural experiences (See Appendix D for Key Understandings: Culture and Language Handouts). Children develop a strong sense of identity and sense of belonging when their cultural and linguistic backgrounds are recognized as a strength to be fostered and respected (See Appendix D for Native Student Identity Handout).

School and classroom climate. A culturally responsive curriculum is integrated into all curricular areas. It does not rely on one-time activities, but instead relies on consistent, ongoing, culturally responsive instructional strategies, materials, and teaching throughout the entire school year. It requires a building-wide implementation, which is supported by appropriate staff development and preparation. It is based on the notion that the "hidden curriculum" can be a powerful ally or a powerful enemy. The hidden curriculum refers to the prevailing attitudes and beliefs of the people working within the school setting. This affects the way a child's cultural diversity is perceived. Depending on the viewpoints held by the majority of the staff, the hidden beliefs and attitudes have an adverse effect on the child or a positive effect on the child. Cultural continuity exists when the classroom climate and school setting reflect the culture of the students in an integrated, natural, consistent manner. Cultural discontinuity exists when the school setting and the classroom climate do not accommodate or are not compatible with the diverse cultural and linguistic backgrounds of the students.

Culturally relevant materials. Culturally relevant materials represent distinct groups of people. It is the responsibility of the educator to explicitly state the name of the group and if possible use a map or a globe to show the homeland of the group. Human resources such as elders, parents, and community members serve as partners in learning. They can visit classrooms and present information in the form of storytelling, sharing personal experiences, bringing in artifacts and talking about them, or integrating art, dance, and music activities.

Careful examination of cultural materials and activities takes serious thought and reflection on the part of the teacher. Activities that are contrived and generic do not allow the students to get a true picture of the culture. The selection of literature requires some of the following considerations:

- ✓ Is the literature developmentally appropriate?
- ✓ Are the stories written from the specific culture's point of view?
- ✓ Do the artifacts and images represent the specific cultural group?
- ✓ Are there stereotypic generalizations?
- ✓ Do the narratives or pictures objectify members of the ethnic group?

Children's literature can help children understand our multicultural society: First, literature can show how we are connected to one another through our emotions, our needs, our desires, and experiences common to all. Second, books can help us to understand, appreciate, and celebrate the differences among us - those things that make each cultural group special and enrich the larger society. Third, literature can be help develop an understanding of social issues and their effects in everyday lives.

Culturally responsive instructional strategies and materials. Culturally responsive teaching requires cultural sensitivity and knowledge. The perspectives and attitudes of teachers in the classroom have a significant impact on the success of culturally and linguistically diverse students. Teachers who value culturally responsive teaching develop skills, actively seek out accurate information, and use appropriate resources to tap into students' interests in reading and writing. Teachers become the bridge between the environment of the school and the other parts of the children's world and make every effort to include and integrate the student's culture into their teaching. A "pedagogy for empowerment" requires educators to adopt a willingness to encourage active use of written and oral language so that students can develop their language and literacy skills in the process of sharing their experiences and insights with their peers and adults (Cummins, 1991). Cultural relativism is a teaching approach that gives children opportunities to view the world through a cultural lens and participate in cross-cultural activities. The child's first contact with ethnic and racial diversity is powerful and meaningful and can bring about acceptance and celebration for diversity. When content, concepts, and events are studied from many points of view, all students will be ready to play their roles in the life of the nation (**Banks, 1996**).

Abundant and diverse opportunities for speaking, listening, reading, and writing guide children through the learning process, as they engage with their peers. When children actively participate in developmentally appropriate activities and culturally responsive instructional strategies, they become involved in their academic world and feel a sense of belonging and purpose. Engagement occurs when learners are given the time and opportunity to use and practice new learning tasks.

Literacy activities that include a variety of instructional techniques such as cooperative learning, flexible grouping, hands-on learning, direct instruction, free-play, and creative expression serve to meet the needs of culturally diverse students. Discovery, inquiry, reflection, and constructivist learning approaches develop critical thinking skills. Recognition of the multiple intelligences and diverse learning styles help teachers to utilize varying cultural practices in building a child's self-esteem. "Teachers need to be sensitive to individual as well as cultural differences in how children learn" (**Pung, 1991**).

Montana Early Literacy Project staff at Cherry Valley Elementary School located in Polson, Montana on the Flathead Indian Reservation developed culturally responsive curricula and produced the literacy tub *Native American Stories*. (See Appendix D for guidelines, vocabulary, sample activities, recipes, and so forth that are included as part of the Native American Stories literacy tub.)

Culturally responsive curricula include materials from the child's culture and history that illustrate viewpoints, principles, and concepts. Culturally sensitive materials, when presented in consistent and sustained ways, provide children with a broad view of perspectives. An authentic cultural story, poem, or song can open young minds to new ways of knowing and thinking and seeing the world. When children are exposed to alternative ways of interpretation, they develop a sense of freedom to think. They will begin the journey to understanding that knowledge is changing and dynamic, to be interpreted from different experiences and perspectives (**Banks, 1996**).

Culturally relevant materials represent distinct groups of people. Knowledge and feedback that is generated from elders and parents is real, genuine, and an invaluable resource. Careful deliberation of materials takes serious thought and study in identifying culturally responsive materials. Locating authentic materials and resources to help facilitate learning in a cultural context requires some of the following considerations:

- ✓ Is the literature developmentally appropriate?
- ✓ Are the stories written from the specific culture's point of view?
- ✓ Do the artifacts and images represent the specific cultural group?
- ✓ Are there stereotypic generalizations?
- ✓ Are there cartoon representations of a certain group?
- ✓ Do the narratives or pictures objectify members of the ethnic group?

Assessment. Authentic assessment is focused on the child's entire learning environment including home and school. It is important to consider the factors that determine authentic assessment: 1) the extent to which the student's language and culture have been incorporated within the learning environment; 2) the extent to which students are encouraged to use language within the classroom; and 3) the extent to which teachers collaborate with parents as partners in learning (Rehyner, 1988).

Longitudinal monitoring and data collection by the teacher demonstrates progress over time. Teacher observations focus on the students' ability to express and reflect upon their own experiences, and build their knowledge base during interaction with peers and adults. Children's active use of written and oral language provides teachers with a rich database for assessing educational progress and potential difficulties.

Embracing Diverse Abilities

Teachers speak of meeting children at their own developmental level, of valuing differences, and of celebrating diversity. The philosophy is heartfelt; the method of attaining it is more problematic. When children of many ability levels are in the same classroom, it takes careful planning to implement a curriculum that serves all students.

Many of the methods for designing a curriculum rich in language and literacy that meets the needs of all students are identical to those described elsewhere in this work. This section will highlight particular means for developing accommodations, modifications, and adaptations for students whose developmental levels are significantly different from those of their peers. Suggestions will be offered for meeting the needs of students with physical and perceptual differences. These adaptations will be offered within the general classroom setting with age-appropriate peers to the greatest extent possible.

Components for student success. It is important to include youngsters who learn differently in the general education setting. Not only do they learn from appropriate models how to speak and to listen, and how to share and to take turns, they teach their peers an acceptance of diversity in the world.

When children who are developmentally delayed are placed with an age-appropriate group of peers, certain components will support their successful inclusion. Providing a positive classroom climate, thoughtfully preparing the physical arrangement of the room, planning for effective communication, employing cooperative learning groups, and using individual rather than group means of measuring children's progress are the most common of the components. Additionally, educational settings in which student diversity thrives typically encourage efforts of teachers to work in teams, provide resources of time and money for collaboration, and make a philosophical commitment to relevant professional development and support. They seek to include parents as a vital part of the educational team.

School and classroom climate. The climate of the school and classroom in which children with disabilities are included with children without disabilities is all-important in fostering a sense of belonging. It is the administrative leadership and the classroom teachers who set the tone for the school and classrooms that welcome all learners. Teacher attitudes determine the degree to which students will accept one another. In an atmosphere that values the unique perspectives of each child, all will thrive.

Such a classroom emphasizes open-mindedness to new ideas, welcomes discussions of differences, and builds an atmosphere that celebrates those differences. The teachers invite children to explore both (or all!) sides of any issue and are careful not to arrive at a single "right" conclusion.

Before Mac, a child with Down syndrome, began his preschool career, his parents, Phil and Molly, introduced him to the teacher before school began. They brought along a scrapbook of all the things Mac could do. Phil and Molly were determined that the teachers and other students would get to know Mac, the person, not Mac, the boy with a syndrome. The portfolio became a wonderful tool that supported Mac as he pointed to pictures of himself doing all the things other kids did: picnicking with his family, helping with the family pets, and enjoying his birthday party.

Initially, the classroom teacher was hesitant about her ability to meet Mac's needs, manage his behavior, and successfully include him with his peers. With the consistent support of Mac's parents, the teacher relaxed. The other students learned to support Mac during puppet plays, to listen actively while Mac's assistant and he "read" a paragraph aloud when it was their turn, and to gently guide Mac back to class after recess.

Physical arrangement. Classrooms that include students with and without disabilities look different than classrooms that are not inclusive. Demonstrations of class membership are everywhere. Names of every student appear on class lists, on job charts, and on bulletin board displays. Pictures of children and their work include everyone. Each student has a turn at being first and at being last. Skill levels are seldom the rationale for grouping children; their interests in a variety of topics guides group membership. The composition of groups is changed regularly so that students have the opportunity of working with a variety of peers.

Shelly Knight's classroom is a cheerful place. It contains pods of desks in one section of the room, tables and countertops for projects in another. There is a sink for messy work and cleanup. One corner has soft seating for cozy reading times. Under a pair of study carrels rest two floor mats.

The floor mats are there for Sam, a boy who has cerebral palsy, and his physical therapist, who visits the classroom twice a week. When Shelly learned that Sam was supposed to leave class for therapy sessions, she put her foot down. "No way," she exclaimed. "He will be missing science and he loves science!" She proceeded to design a unit of study about the human body and worked with the therapist to present age-appropriate vocabulary and information to the whole class.

Sam began to belong to the class in a new way. Other students volunteered to help him when his name came up on the class job list. They interacted with him in class and on the playground, taking turns to push his wheel chair back from recess. They learned gentle, appropriate ways of touching his tight muscles. They learned to accept physical differences.

Communication. A variety of tools to aid the communication of children with disabilities may be used in the classroom. Helping students without disabilities learn to use communicatior boards, talking computers, or sign language will demystify this equipment and encourage interactive communication with the child with a disability. The speech-language pathologist or a student's paraprofessional may take part in classroom activities that support language exchanges between verbal and non-verbal children. The class may study sign language as a means of communicating with a child who is deaf.

In preparing a language and literacy-rich environment, it is important for children to see themselves as a vital part of the setting. One method for establishing individual importance is to work with children and families to produce "Me" books. This picture book, with actual photos of the individual student, becomes a valued tool between home, school, and friends. It serves as an introduction for prospective teachers who need to understand more about a child's differences, needs, and successes.

Communication can take many forms. Language and literacy, typically thought of as talking and listening, reading and writing, involves the use of words, oral and written. The concept may also be broadened to include the transfer of thought from one person to another.

Pam is a tiny, nonverbal girl with multiple disabilities. When her teachers and peers want to communicate with her, they use a language board. Pam's mother and teachers have worked together to create a page of pictures that show a variety of activities: toileting, eating, playing with puzzles, napping, and drinking. Pam pushes one of the pictures to activate a pre-recorded verbal message such as, "I'm thirsty."

Sometimes it is Pam's turn to say the good morning greeting or the weather for calendar time. Her assistant will have worked with her to agree on what the message should be, and will prepare a taped version of Pam's desired response. When the teacher calls on Pam, she hits the switch on the tape recorder to give her answer. Other students frequently are paired with her to record the responses. This activity with other children delights Pam and invites interactions and friendships.

Cooperative learning groups. Preschool settings typically use the classroom structures of small and large groups. Children with learning differences may be effectively included in these groups. The typically developing students serve as powerful models in the areas of language and behavior. The teacher initiates a group activity, then works to support individual student success as interactions take place within the group.

Teacher Shannon, at The University of Montana's CO-TEACH Preschool for 3-5 year old children, emphasizes the strategy "Tell, Show, Help, Praise" which is a sequence of instructional supports for the twenty four children with and without disabilities. University students from the fields of psychology, education, physical therapy, and social work learn to give each child the necessary support, but no more, to be successful. In the learning environment, children with speech and language delays, cognitive disabilities, autism, and learning disabilities interact with appropriate-aged peers to learn to ask for a toy, to share, to take turns, and even to begin early writing skills.

"Have you been to kindergarten?" Teacher Shannon asks a rapt group of youngsters. "No," they respond with gleeful shakes of the head. "Or have you been to high school? Or to college?" she continues. "No," they chorus. "Of course not! So, should your writing look like mine?" Again, a chorus of "No" fills the room. "Is that okay? Yes, you bet!" She goes on to explain that it is exactly right for them to be making wiggly lines or a series of marks, dots and dashes under their picture. An adult will then listen to their story and write it in 'grown up' writing under the children's writing.

The students scramble to tables with their peers and the university students to create their first story. The children draw a picture and write their story. Then they read their story to an adult and nearby children. With lots of praise on every side, they watch with pride as the adult at their table transcribes their words into conventional text. Students turn to one another and share what their story is about. It is an exciting day for everyone in class.

Any "I can't" or I don't know how" is met with the gentle, consistent pattern of an adult supporting the child by first telling how, then showing (shadow writing in the air or on the paper with a finger), then the offer of hand-over hand helping, and finally the praise for a job well done.

Assessment

When a classroom is comprised of diversely abled children, each child's progress is measured individually, based upon their abilities and skill levels. While it must be emphasized that multiple forms of formal and informal assessments should be used to gather the most comprehensive and accurate information about a child's strengths and needs, one of the most common assessment methods is that of a portfolio of student products, selected with the student's input and carefully dated to demonstrate progress. Through the use of portfolios, educators can gather writing samples such as Picture Story/Word Stories or journals, numbers, alphabet, name, and meaningful and familiar words. These writing samples help to determine a child's print development progress over time. The practice of including the student in product selection and the use of authentic assessment adds to the relevance of the assessment.

As mentioned in Component Two, it is imperative that educators and service providers use a variety of both informal and formal assessment tools to determine children's individual present levels of literacy and language skills, rather than using one assessment to determine a child's skills. An example of a formal assessment is the *Peabody Picture Vocabulary* standardized test. Some examples of informal assessments are parent interviews, portfolios with samples of student work, language samples, the *Emerging Literacy Checklist,* and the *Emerging Literacy Screening* (Paulson et al, 2001).

Teacher Stacia smiles warmly as Tanner, a tiny four-year-old boy, wiggles into a comfortable position in the child-sized chair across from her in the Head Start office. "Are you a reader?" she asks, handing him a copy of Brown Bear Brown Bear upside down and backwards. He nods shyly and does not reposition the book correctly as she asks him to find the first page. She waits, then gently turns the book. Tanner still has difficulty with the concept of 'first page' and points at words in random order as she reads the first sentence to him. Stacia acknowledges what Tanner is able to do, and she supports him with generous praise saying, "You know about books, don't you? You really use that finger. You are learning."

"Can you sing the ABC song?" (Head shake, No) "Would you like to hear me do it first?" Teacher Stacia sings the song to a delighted boy, "You did a good job," said Tanner, but he still refuses to sing along.

Stacia is using a screening assessment "The Emerging Literacy Screening" from *Building Early Literacy Skills* (Paulson, et. al., 2001), that she and others at the Division of Educational Research and Service in the School of Education at The University of Montana, developed to assess emerging literacy skills. This instrument helps early childhood educators look at children's current skill level. It begins with simple tasks to determine book awareness and moves to more complex activities such as writing a story to explain a picture that the child has drawn. It affords the teacher the opportunity to observe the child's ability to use language, phonological awareness, and print skills.

Appropriately administered, the "The Emerging Literacy Screening" allows the teacher to be very supportive of the child's efforts to use emerging reading and writing skills while giving the teacher accurate and observable information about the child's individual progress toward literacy competence.

Component Five: Professional Development Connections

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has."

Margaret Mead

The fifth component of the Montana Early Literacy Project (MELP) is a compilation of Components One – Four of the Model. It provides teaching and staff support with the knowledge and assistance necessary for creating the environment to promote literacy throughout the preschool day, incorporate Individual Education Programs, connect families, and do it in a culturally and individually sensitive manner. This manual, along with the suggested resources, provides the needed information to be able to make full use of the Montana Early Literacy Model.

The type and intensity of training depends on participants' experience, background knowledge, and perceptions of early childhood educational practices, classroom management, as well as language and literacy development. The process for creating the environment provides guidance in designing a literacy rich classroom as well as a method to identify personal beliefs and opinions regarding literacy development and instruction for young children. Additional strategies describe developmental sequences for book use, identifying supports and challenges that books can provide, technology integration, and school safety as it relates to academic engagement.

Literacy Acquisition Perception Profile. Adults have their own perceptions of how language and literacy develop and what is important to have in classrooms to facilitate that development. The Literacy Acquisition Perception Profile (McMahon & Reeves-Kazelskis, 1998), or LAPP, determines teachers' perceptions of literacy acquisition. It is helpful for educators to complete the LAPP at the beginning of the school year, so that they are able to use the scoring key to identify their own beliefs about literacy acquisition and to reflect on how those beliefs effect their teaching (See the LAPP and LAPP scoring key in Appendix E).

Classroom Literacy Checklist. Research shows that a literacy rich classroom environment goes a long way in promoting early literacy skills (McMahon & Reeves-Kazelskis, 1998). In an effort to assist teachers in determining whether or not their classrooms provide a literacy rich environment, The Montana Early Literacy Project adopted the "Classroom Literacy Checklist" (CLC). This instrument rates the availability of literacy materials in the preschool setting. It consists of a listing of 66 items considered to represent recommended practice. The Classroom Literacy Checklist has been adapted to identify opportunities in the environment for children to be exposed to print and language and to analyze how literacy and language rich the classroom is and to ensure that references to culturally diverse materials were included and that it referenced adaptations needed by students with disabilities. Teachers fill out the CLC to determine the quantity and quality of their literacy environments for children. It can serve to help teachers identify strengths of their environment and alert them to areas where they could be focusing on literacy that they are not (See Appendix E for the Classroom Literacy Checklist).

Knowing the Books: Supports and Challenges of Text

Developmental Sequence of Book Use (adapted from *Creative Curriculum for Early Childhood* by Dodge & Colker, 1996). Young children go through a fairly predictable sequence of stages using books that facilitates their understanding of the function of print and how print represents speech. When children explore books they: learn about book orientation, turning pages, and the difference between front and back; pretend to "read;" ask to have books read to them, some favorites over and over; anticipate what happens next; and feel confident knowing the answers to questions.

When children understand the story sequence they: develop a sense of story; begin to recognize that stories have a beginning, middle and end; develop narrative skills retelling the story (sometimes verbatim); become fascinated by details; develop left to right sequence turning pages; and know when a page is skipped.

When children recognize written words as symbols they: know the difference between pictures and words on the page; understand that the written words tell the story and stand for ideas and thoughts; follow the words on the pages in a left to right sequence; and identify the beginning and ending of the book.

When children match words with printed text they: begin to use one to one word correspondence as the book is being read; develop an awareness that words are made up of individual letters; and increase narrative skills in story telling. When children recognize printed words they: develop sight word vocabulary; recognize written or printed words in the environment; ask what words say; and become curious about the meaning of words (See Appendix E for the Developmental Stages in Using Books).

One of the most effective strategies to stimulate the development of language and emerging literacy is shared storybook reading, especially when the books being read are enjoyable, rewarding, and have meaning. Identifying literature that has the best potential for helping children to become successful readers is an important task. Teachers need to decide which of a book's features will be challenging and will provide support. These supports and challenges within any one book will differ from child to child. When a challenge has been learned and practiced, it may become a support. The features within a book have direct implications for learning. The following are examples of these features:

- ✓ familiar themes help children use their background experience to understand the story line
- ✓ an identifiable beginning, middle, and ending help children see how a story works
- ✓ repeated refrains and rhythmic patterns create a pace which encourages children to anticipate and participate
- ✓ the font size of the print helps children predict the sequence of the story line
- ✓ the story language can reveal how children think and talk in their play
- ✓ illustrations can stimulate a deeper level of interpretation and comprehension
- ✓ the humor of a story can be appealing and encourage participation
- ✓ the layout complements the story line
- ✓ placement of the text on the page builds visual awareness
- ✓ text can expand vocabulary development
- ✓ text using letter-sound associations of initial letters, consonant blends, or word endings provides confirmation of predictions
- ✓ a variety of genres ensures readers establish a purpose for reading
- ✓ print conventions signify directionality, expression, and meaning (capital letters, periods, question marks, exclamation marks, etc.)

Knowing the Approaches: Reading to Children and Reading with Children

Knowing the book helps the reader decide on the purpose and approach most suitable for a particular situation. Both “reading to” and “reading with” children offer unique opportunities to increase the children’s confidence as “readers.” Reading to children is an opportunity to extend children's horizons about books and to stimulate a desire to be a reader. When reading to children, the teacher acts on behalf of the author, presenting the writing with as much enthusiasm and commitment as if it were his or her own. The teacher becomes the vehicle for the book's voice, enabling the children to interact with the author's central idea without having to interpret the written symbols. The teacher's role includes presenting a wide variety of types, forms, and styles of writing and illustration.

The teacher's role in shared reading, or reading with children, is to encourage participation in readings. An enthusiastic presentation will ensure that children remain attentive, and together the teacher and children unfold the story line and predict events and actions. The teacher's task becomes one of providing continued access to books and time for reading and responding.

Technology Integration in the Preschool Classroom

"Technology plays a significant role in all aspects of American life today, and this role will only increase in the future. Early childhood educators have a responsibility to critically examine the impact of technology on children and be prepared to use technology to benefit children" (NAEYC Position Statement, *Young Children*, September 1996, p. 11). The Montana Early Literacy Project supports the notion that when used as a teaching tool for appropriate, short periods of time each day, and with the facilitation of an adult, technology is a powerful tool to advance and support language and literacy in young children with diverse abilities (See Appendix E for the complete NAEYC Position Statement: Technology and Young Children – Ages Three Through Eight). MELP has adopted the notion that the integration of technology into the already existing curriculum expands upon everyday literacy events and existing routines of classroom and home environments to build literacy and language directly into children's daily experiences.

Children with diverse abilities have opportunities to acquire skills by using a variety of tools from low to high technology. Families of all children and particularly those who experience communication challenges, have the opportunity to learn how to use technology to create a medium that fosters communication. Community members such as receiving school personnel of children transitioning to kindergarten, pre-service teachers, and Head Start personnel have an opportunity to learn about the various forms of assistive and instructional technology implemented in the CO-TEACH classroom. The local community, as well as the state of Montana, has access to technology in the preschool curriculum through the checkout and dissemination of the Montana Early Literacy Project literacy tubs described in Component One.

Following are several descriptions of the multiple ways technology is infused in the CO-TEACH classroom and the impact that its use has on teachers, children, and families:

- ✓ **Boardmaker** is a graphic database containing picture symbols that may be used to communicate daily functions, tasks, wants, and needs. At CO-TEACH, Boardmaker graphics assist children with communication challenges throughout their preschool day. For example, "Zach," a child with Autism, uses a picture exchange program to communicate his specific needs and wants. Teachers communicate with Zach using picture exchange paired with verbal information to facilitate expectations, peer interactions, and transitions.
- ✓ Each Spring, CO-TEACH children put on a puppet show for family and community members. This year, several children who are non-verbal used

assistive technology to help them "say" their lines. Peers recorded their nonverbal friend's lines onto a **Tape Recorder or a "Mac,"** which enabled their friend to activate the device by simply pushing a button to deliver his speaking part in the play.

- ✓ **Computer Software** is an excellent tool for developing a variety of skills in young children. For example, at the CO-TEACH computer center, some of the skills that children practice are sharing and turn-taking; communicating wants and needs; waiting for a turn; raising their hand; recognizing letters and numbers; hand-eye coordination; sequencing events in a story; writing stories; making a movie; and creating stories and artwork. *Living Books, KidPix, Earobics*, and various age appropriate academic readiness skill programs are implemented and facilitated by a teacher during learning center time at the computer. These activities can be individualized, or met to address both small and whole group needs.
- ✓ **"Family Book-making Night"** or **"Family Feed and Read"** at CO-TEACH is an excellent opportunity to introduce preschool technology as well as early literacy, to families and community members. At these annual CO-TEACH events, families are encouraged to use the digital cameras to take pictures of their family members and to use the photos to create a book. Books may be based on a theme, a special family event, or a particular family member (e.g., child).
- ✓ The **Choice Book** is a tool used to teach and encourage positive social skills in young children. A digital camera is used to "catch" children who are engaging

in desirable pro-social skills. The photographs are then used to create book pages with pre-scripted phrases that children may use when solving a problem. The pages are laminated and bound to create a book that enhances early literacy and language skills, as well as problem solving skills.

- ✓ Throughout the CO-TEACH classroom there are several **Picture Schedules** displayed. Picture schedules visually reinforce daily classroom routines, rules and expectations, and tasks that involve multiple steps (e.g., hand washing). Picture Schedules are developed by taking digital photographs of children participating in a specific theme of the picture schedule. The schedule is then laminated and posted for daily classroom use.
- ✓ For many children, **transitions** can be challenging and supports are needed to ease the transitioning process. At CO-TEACH, digital photographs are displayed upon classroom entry to allow children to visually observe the **"menu" of daily activity choices**. This cuing system provides added information that helps children choose an activity based upon its visual representation. As children transition to the selected activity, they understand they have successfully completed the transition process when they see the identical digital photo located at entrance of the learning center.
- ✓ Classroom Safety Rules are created by the class each year at CO-TEACH. During circle time, children brainstorm necessary classroom rules that keep friends safe. The rules are posted in the classroom. Teachers use the digital camera to take photographs of CO-TEACH kids following the rules and then post their photos on the rule board.

- ✓ Tracking child progress at CO-TEACH is imperative. A staff, family, and child favorite form of data collection is through the development of individual child Portfolios each semester. Portfolios demonstrate child progress throughout the school year and provide children and their families with a fun, tangible, and memorable collection of each child's artwork, writing samples, favorite activities, digital photographs, and accomplishments.

By embedding technology seamlessly throughout the existing curriculum, it becomes an integral part of the curriculum, as opposed to an "add on." Because storytelling begins in infancy, a preschool classroom is an optimal place to develop and nurture that skill in young children and their families. This does not happen in a single way during a single event, but instead occurs in multiple ways over time in a preschool classroom. Storytelling is an integral part of the Montana Early Literacy Project Model. Storytelling through the use of technology will remain, develop, and improve in preschool classrooms in much the same way that storytelling through the use of oral traditions, songs, fingerplays, and books has evolved.

School Safety for Young Children of All Abilities

CO-TEACH Preschool mission. The mission of the CO-TEACH Preschool Program is to offer all children a stimulating, playful first school experience and to provide them with the early literacy and language skills they need to achieve - now, when they transition to kindergarten, and in the years that follow. Moreover, CO-TEACH operates on the belief that all children and families have individual strengths and needs and deserve to be treated with respect and dignity in a safe school environment.

School safety and literacy teaching techniques. Children have a right to be safe at school. When children are not or do not feel safe, they are not academically engaged. In order for learning to take place, everyone must feel and be safe. Therefore, safety is the number one priority at CO-TEACH (See Appendix E for the CO-TEACH Program Preschool Priorities: A Hierarchy of Intervention Strategies). CO-TEACH staff teach children to follow safety rules that are posted in the classroom such as: walking in the classroom; holding the railing to walk up and down stairs; touching friends and teachers gently; playing without risk to themselves or others; holding hands on field trips; and responding to safety instructions such as "Stop," "Wait," "Listen," and "Look." Adults describe fire drills and practice safety routines with children periodically throughout the school year. Parents are welcome to participate in safety drills with their children.

CO-TEACH implements a literacy-based social communication skills program, *Good Talking Words*, which focuses on skills such as listening, using good manners, helping others, problem solving, and sharing feelings. *Good Talking Words* incorporates quality children's literature, posters, puppets, notes home to families, and certificates for children to reinforce appropriate behavior.

Sometimes young children who are just learning the language and social communication skills of taking turns, making requests, and following instructions have temper tantrums. Teaching all children self-management skills allows them to experience success both socially and academically. One way to develop self-management skills is to provide consistent structure and routines, so that children know what is expected of them and can predict what will happen next. The physical arrangement of the classroom and materials is an important tool for eliciting appropriate behavior and addressing concerns of safety and accessibility. The environment is arranged so that all adults can see each area of the classroom easily. Low shelves, tables, and chairs allow for simple visual access.

In order for children to succeed in school, they first must learn to gain control of their actions and make appropriate choices. The *Choice Book* is produced at CO-TEACH each year and is an example of a teaching strategy that incorporates language, literacy, and social skills development. It includes photographs of current preschool students engaged in desirable prosocial behaviors. The *Choice Book* provides children with strategies for problem solving and helps children learn how to effectively deal with a variety of situations that occur frequently in the classroom and at home. Examples of positive strategies of problem-solving include: using good manners or sign language to ask for a toy; taking turns with a friend; waiting for a turn by setting a timer or counting; trading toys; sharing, working, or playing together; describing feelings; walking away from a child who is bullying; and asking a teacher for help (See Appendix E for the *Choice Book*).

Communication, social, emotional, self-management, and academic competence are integral to the development of young children. It is critical that children have the opportunity to practice social communication skills and learn to identify and express their emotions appropriately, as well as communicate their wants and needs to others. The following social, emotional, and communication skills have life-long value and are fostered at CO-TEACH: observing cooperative play rules (sharing, taking turns, problem solving, requesting to play), using communication skills (show-n-tell, telling stories, listening to others), and developing positive self-esteem (self-expression, relating to peers and adults, independent decision-making).

Teachers at CO-TEACH pair basic preschool sign language with verbal instructions, conversations, songs, and finger plays. They model appropriate behavior for children and focus on using positive language and telling children what to do such as:

"Please walk", rather than telling children what not to do such as: "Don't run." Children are offered choices whenever it is safe and reasonable to do so. Teachers "catch kids being good" and give them enthusiastic praise when they make a good decision, behave like a good friend, or accomplish a task. Tell-Show-Help-Praise (TSHP) is a gentle, nonintrusive teaching method implemented by teachers at CO-TEACH, which enables children to learn skills in the least restrictive way first, gradually increasing directiveness, only to the point at which the child responds. This instructional strategy has many uses. TSHP (See Appendix E for TSHP) is an instructional tool, as well as a behavior management technique (Neilsen, et al, 1994).

Conclusion. Academic engagement, including but not limited to language and literacy development and social competence, allows individuals to fully participate in their schools and communities. Young children with diverse abilities can learn early literacy and language skills that give them a strong foundation before formal reading and writing instruction begins in elementary school. The five components within the Montana Early Literacy Project Model demonstrate how to develop literacy and language skills in young children with and without disabilities. Professionals, parents, and community members must work together to build a solid foundation of social communication and early literacy and language competence in all children.

To see the Montana Early Literacy Project in action, visit the two demonstration sites: CO-TEACH Preschool on The University of Montana campus, Missoula, Montana; and Cherry Valley Elementary School on the Flathead Indian Reservation, Polson, Montana.

Appendix A

BOOK ANALYSIS FORM

Title	Author	Book Structure								
		Topic	Average number of words per page	Left/Right Sequence	Repeated Sentences	Rhyming	Real	Pretend	Illustration Description	Diversity
			0 – 30 +							

BOOK ANALYSIS FORM, continued

Title	Cognitive Concepts							Social Concepts				Concerns	Recommend Y = Yes N = No
	Colors	Shapes	Size	Spatial	Time	Numbers	ABC	Feelings/ Empathy	Manners, Sharing, or Turn-taking	Relationships	Other		

Literacy Lesson Plan Format

adapted from Ashmore, R. (2001)

Title of Activity:

Domain:

Area of Instruction:

Instructional Objective (Intended Learning Outcome):

Key Vocabulary:

Target Concepts:

Materials:

Activity Description:

Evaluation:

Bi-weekly Planning Sheet "The Very Hungry Caterpillar"

(Corresponds with Sample Newsletter)

Activities to be implemented from Monday, April 29 through Thursday, May 9, 2002

	Three Critical Areas of Early Literacy and Language			**Early Childhood Five Developmental Domains**				
Activity Title	**Language Use**	**Phonological Awareness (rhyming, blending, & segmenting)**	**Print Awareness**	**Academic Readiness**	**Communication**	**Social, Emotional, & Behavioral**	**Independence & Self-Help**	**Physical**
Egg Carton Caterpillars	X			X	X		X	X
Repeated Reading: *The Very Hungry Caterpillar* (VHC)	X		X	X	X	X		X
Number Tracing			X	X	X			X
Shop for Fruit	X		X	X	X	X	X	X
Mold Caterpillars	X				X			X
Larvae in Butterfly Garden	X			X	X	X		X
Measure Bodies	X		X	X	X	X		X
Dig for Caterpillars	X				X	X		X
Name Caterpillars	X		X	X	X			X
VHC Blending Bingo	X	X	X	X	X	X		X

	Three Critical Areas of Early Literacy and Language			Early Childhood Five Developmental Domains				
Activity Title	Language Use	Phonological Awareness (rhyming, blending, & segmenting)	Print Awareness	Academic Readiness	Communication	Social, Emotional, & Behavioral	Independence & Self-Help	Physical
Paint a Stone Caterpillar	X			X	X			X
Sing "Caterpillar Song"	X	X	X	X	X			
Listen to (and follow) "Dissected Directions"	X	X		X	X	X		
Lace Fruit Necklaces	X				X	X	X	X
Paint Plums at Easel	X			X				X
Salt Box Writing			X	X				X
Purchase Food at Dramatic Play	X		X	X	X	X	X	X
Make Banana Popsicles	X				X	X	X	X
Sort Healthy and Junk Foods	X		X	X	X		X	X
"Hungry Thing Snacks"	X	X						
Wash Fruits and Vegetables in Trough	X						X	X

	Three Critical Areas of Early Literacy and Language			Early Childhood Five Developmental Domains				
Activity Title	**Language Use**	**Phonological Awareness (rhyming, blending, & segmenting)**	**Print Awareness**	**Academic Readiness**	**Communication**	**Social, Emotional, & Behavioral**	**Independence & Self-Help**	**Physical**
Sequence Strawberries by Size	X		X	X	X			X
Graph Favorite Fruits	X		X	X	X			X
Picture Story / Word Story	X		X	X	X	X		X
D.W. the Picky Eater Computer Software	X	X	X	X	X	X	X	X
"Grab Bag Surprise"	X	X			X	X		X
Document Larvae Change, Butterfly Life Cycle	X		X	X	X			X
Spin Bread Cocoon Around a Beef Hotdog	X		X	X	X	X	X	X
Decorate Dip-and-Sip Nectar Flower	X	X		X	X	X	X	X
Sequence Butterfly Life Cycle	X		X	X	X			X
VHC Puzzle	X		X	X	X	X		X

	Three Critical Areas of Early Literacy and Language			Early Childhood Five Developmental Domains				
Activity Title	**Language Use**	**Phonological Awareness (rhyming, blending, & segmenting)**	**Print Awareness**	**Academic Readiness**	**Communication**	**Social, Emotional, & Behavioral**	**Independence & Self-Help**	**Physical**
Make "I Spy Binoculars"		X	X			X		X
Cocoon Chart	X		X	X	X	X		X
Pattern Butterfly and Flower Prints	X		X	X	X			X
Make Hand- or Footprint Butterflies	X			X		X		X
Beanbag Flower Toss	X				X	X	X	X
Plant Seeds	X		X	X	X	X	X	X
Draw Butterflies and Flowers at the Computer	X		X	X	X	X	X	X
Sing "Butterflies"	X	X		X	X			
Circle Rhyming	X	X		X	X			
Butterfly "Bs"	X		X	X	X			X
Garden Lotto	X	X	X	X	X	X		X
Write & Read "If I Were a Butterfly" Poem	X	X	X	X	X			
Picture Puzzles	X	X	X	X	X	X		X

	Three Critical Areas of Early Literacy and Language			Early Childhood Five Developmental Domains				
Activity Title	**Language Use**	**Phonological Awareness (rhyming, blending, & segmenting)**	**Print Awareness**	**Academic Readiness**	**Communication**	**Social, Emotional, & Behavioral**	**Independence & Self-Help**	**Physical**
Sort Caterpillars and Butterflies	X			X	X			X
VHC "Awesome Athletic" Events	X		X	X	X	X	X	X
Coffee Filter Flowers	X			X	X	X		X
Bake Cinnamon Caterpillars	X		X	X	X	X	X	X
Butterfly Magnet	X			X	X	X		X
Count and Graph Fruit	X		X	X	X			X
Butterfly Dance	X				X	X		X
Read "Flying Butterflies"	X	X	X	X	X			

(Sample Newsletter)

"The Very Hungry Caterpillar"

April 29 - May 2 & May 6 – 9, 2002

Dear Families,

Hello! The repeated reading and literacy unit for the next two weeks will be *The Very Hungry Caterpillar* by Eric Carle. *The Very Hungry Caterpillar* literacy unit focuses on spring, butterflies and their life cycle, healthy foods, and the days of the week.

Listen for and encourage your child to use the following vocabulary: egg; larvae; caterpillar; chrysalis (pronounced \kris-e-les\); cocoon; butterfly; insect; nectar; silk; beautiful; leaf; nibble; pickle; Swiss cheese; salami; and sausage. We will also be focusing on the concepts: out, in, tiny, up, down, through, and around. Additional information that might be helpful to know and discuss with your child is the butterfly life cycle. The butterfly experiences life in four stages- the egg, larva, pupa, and adult stages. To put it simply, a butterfly lays an egg. From the egg, the larva or caterpillar hatches. The caterpillar then spins a silk cocoon, and two weeks later a beautiful butterfly emerges!

In the classroom, we will be hatching butterflies in a "butterfly garden." It will take about 21 days, and it will be fun for the children to observe the changes over time. If you have any questions or would like to participate in or assist with any of the activities please join us in the classroom. Books from the classroom library and *The Very Hungry Caterpillar* family literacy activity bag are available for checkout upon child or parent request.

Thanks!

Teacher Mary

Monday, April 29

Today we will...

CENTERS: 1. Make egg carton caterpillars in the art center
2. Read *The Very Hungry Caterpillar* in the library
3. Trace number caterpillars in the writing center
4. Shop for fruit at " *The Very Hungry Caterpillar* Food Farm" in dramatic play
5. Mold caterpillars out of fruit-scented play dough

CIRCLE: We will put larvae into our butterfly garden and wait 21 days for them to hatch into beautiful butterflies!

SNACK: Apple and cheese slices

STORY: *The Very Hungry Caterpillar* by Eric Carle

Tuesday, April 30

Today we will...

CENTERS: 1. Use Popsicle stick caterpillars to measure our bodies at the science center
2. Dig for caterpillars in the dirt at the trough
3. Create name caterpillars at the writing center
4. Play *The Very Hungry Caterpillar* Blending Bingo at the puzzle center
5. Paint a stone caterpillar at the art center

CIRCLE: Sing "A Caterpillar Song" and check on our larvae and note observations

SNACK: Pears and cottage cheese

STORY: *Inch by Inch* by Leo Lionni

Wednesday, May 1

Today we will... Listen for special "dissected directions" throughout the day. "What is that silly teacher trying to say?"

CENTERS: 1. Lace fruit necklaces at the art center
2. Paint plums at the easel
3. Write our names in the fruit scented salt boxes at the writing center
4. Purchase healthy foods at " *The Very Hungry Caterpillar* Food Farm" at dramatic play
5. Make banana Popsicles at the cooking center

CIRCLE: Sort healthy foods from "junk" foods, and note any larvae changes

SNACK: Banana Popsicles

STORY: *The Hungry Thing Returns* by Jan Slepian; participate in an activity called "Hungry Thing Snacks" after the story

Thursday, May 2

Today we will...

CENTERS:
1. Wash fruits and vegetables in the trough
2. Sequence strawberries by size at the art center
3. Graph favorite fruits at the discovery center
4. Participate in a picture story/word story journaling activity about favorite fruit at the writing center
5. Interact and read along with, and listen to *D.W. the Picky Eater* at the computer

CIRCLE: Grab Bag Surprise...we will have to do some vegetable guessing!
Document any changes our larvae have made.

SNACK: Bananas and yogurt

STORY: *In the Tall, Tall Grass* by Denise Fleming

Monday, May 6

Today we will...

CENTERS:
1. Spin a bread cocoon around a beef hotdog in the cooking center
2. Decorate a Dip-and-Sip Nectar Flower for snack (Butterflies are thirsty when they hatch from their cocoons so we will learn how they "drink" nectar.)
3. Practice sequencing the butterfly life cycle at the writing center
4. Put together *The Very Hungry Caterpillar* puzzle
5. Make "I Spy Binoculars" at the art center

CIRCLE: Describe and chart what we know about cocoons and check our larvae

SNACK: Beef Cocoons and Nectar Cups

STORY: *Today is Monday* by Eric Carle

Tuesday, May 7

Today we will...

CENTERS:
1. Pattern butterfly and flower prints at the writing center
2. Make hand- or footprint butterflies at the art center
3. Play beanbag flower toss with a friend at the block center
4. Plant marigold seeds in pots at the trough
5. Draw butterflies and flowers on the computer; print and color them

CIRCLE: Sing the "Butterflies" song, and document any larvae change
Practice our rhyming skills by saying the names of items that rhyme.

SNACK: Applesauce and wafers

STORY: *I Am Eyes* by Leila Ward

Wednesday, May 8

Today we will...

CENTERS:
1. Make butterflies with the letter "B" at the art center
2. Play Garden Lotto with a friend
3. Read "If I were a Butterfly" poem and write a story for our class book at the writing center
4. Put together picture puzzles - segment, blend, and count syllables in words
5. Sort caterpillars and butterflies from other insects at the discovery center

CIRCLE: Write a class poem "If I were a Butterfly" and note larvae activity!

RECESS: Participate in *The Very Hungry Caterpillar* Awesome Athletics event.

SNACK: Larvae on a log (raisins and peanut butter on celery)

STORY: *Miss Spider's ABC* by David Kirk

Thursday, May 9

Today we will...

CENTERS:
1. Use watercolor paints to decorate coffee filter flowers at the writing center
2. Bake cinnamon caterpillars at the cooking center
3. Make a butterfly magnet with a clothespin and tissue paper at the art center
4. Count and graph fruit at the discovery center
5. Dance like butterflies to music in the block center

CIRCLE: Read a poem called "Flying Butterflies," and see if we have a cocoon yet!

SNACK: Cinnamon caterpillars hot out of the oven!

STORY: *The Lamb and the Butterfly* by Arnold Sundgaard

The Montana Early Literacy Project

The University of Montana

Evaluation Materials

For:

The Very Hungry Caterpillar

Please write: your name ____________________

school ____________________

date evaluation completed ____________________

Please complete the attached checklists and questionnaire for each unit (tub) that you implement. Please return the forms to Stacia Jepson at CO-TEACH/DERS, School of Education, The University of Montana, Missoula, Montana, 59812. If you need more forms or are ready to turn yours in, you can call Stacia at 243-4280, and she will come by and pick up the evaluation materials. Thanks so much for helping us to make The Montana Early Literacy Project successful with a wider population of children in more varied situations.

TOPIC	Tried Activity			Ease of Use			Student's Reactions			Activity Adapted		Recommend			Students with Special Needs		
The Very Hungry Caterpillar	DATE (S) TRIED	HOW MANY TIMES	DID NOT TRY	EASY	MEDIUM	HARD	HIGH INTEREST	AVERAGE INTEREST	LITTLE INTEREST	YES	NO	KEEP ACTIVITY	MODIFY ACTIVITY	DROP ACTIVITY	HOW MANY?	WORKED WELL	NEEDS TO BE IMPROVED
Group story and repeated reading – *The Very Hungry Caterpillar* by Eric Carle																	
Group story – *Inch by Inch* by Leo Lionni																	
Group story – *The Hungry Thing Returns* by Jan Slepian then do "Hungry Thing Snacks" activity																	
Group story – *Today is Monday* by Eric Carle																	
Group story – *In the Tall, Tall Grass* by Denise Fleming																	
Group story – *I am Eyes* by Leila Ward																	
Group story – *Miss Spider's ABC* by David Kirk																	
Group story – *The Lamb and the Butterfly* by Arnold Sundgaard																	
Sing song at circle – "A Caterpillar Song"																	
Sing song at circle – "Butterflies"																	
Circle – put larvae into butterfly garden and wait 21 days for them to hatch into butterflies																	
Circle – daily check on larvae, observe and note (kids can document and record changes) butterfly cycle																	
Circle – play "Grab Bag Surprise"																	
Circle – sort healthy foods from "junk foods"																	
Circle – describe and chart what we know about cocoons																	
Circle – write class poem "If I were a Butterfly"																	
Circle – read a poem "Flying Butterflies"																	

TOPIC	Tried Activity			Ease of Use			Student's Reactions			Activity Adapted		Recommended			Students with Special Needs		
The Very Hungry Caterpillar	DATE TRIED	HOW MANY TIMES?	DID NOT TRY	EASY	MEDIUM	HARD	HIGH INTEREST	AVERAGE INTERST	LOW INTEREST	YES	NO	KEEP ACTIVITY	MODIFY ACTIVITY	DROP ACTIVITY	HOW MANY?	WORKED WELL	NEEDS TO BE IMPROVED
Snack – Apple and cheese slices																	
Snack – Pears and cottage cheese																	
Snack – Bananas and yogurt																	
Snack – Beef cocoons and Nectar cups																	
Snack – Apple sauce and vanilla wafers																	
Snack – Larvae on a log (raisins and peanut butter on celery)																	
Snack – Cinnamon caterpillars																	
Snack – banana popsicles																	
Art center – paint a stone caterpillar																	
Art center – lace fruit necklaces																	
Art center -																	
Art center – make egg carton caterpillars																	
Art center – sequence strawberries by size																	
Art center – make "I Spy Binoculars"																	
Art center – make hand or footprint butterflies																	
Art center – make butterflies with the letter "B"																	
Art center – make a butterfly magnet with clothespin and tissue paper																	
Block center – dance like butterflies to music																	
Block center - bean bag flower toss																	
Trough – dig for caterpillars in the dirt																	
Trough – wash fruits and vegetables in water																	
Trough – plant marigold seeds in pots																	
Playdough – mold caterpillars out of fruit-scented playdough																	
Playdough – shape butterflies																	
Easel painting - plums																	
Puzzle center – put together food picture puzzles and say and clap syllables in words (segment and blend)																	

TOPIC	Tried Activity			Ease of Use			Student's Reactions			Activity Adapted		Recommended			Students with Special Needs		
The Very Hungry Caterpillar	DATE TRIED	HOW MANY TIMES?	DID NOT TRY	EASY	MEDIUM	HARD	HIGH INTEREST	AVERAGE INTERST	LOW INTEREST	YES	NO	KEEP ACTIVITY	MODIFY ACTIVITY	DROP ACTIVITY	HOW MANY?	WORKED WELL	NEEDS TO BE IMPROVED
Writing center – trace number caterpillars																	
Writing center – create name caterpillars																	
Writing center – write names in fruit scented salt or cornmeal boxes																	
Writing center – draw a write about favorite fruit																	
Writing center – make and practice sequencing the butterfly life cycle at the writing center																	
Writing center – pattern butterfly and flower prints																	
Writing center – write a story about the "If I were a Butterfly" poem																	
Writing center – draw and watercolor paint on coffee filters to make flowers																	
Dramatic play – shop for fruits at "The Hungry Caterpillar Farm"																	
Game center – play Garden Lotto																	
Discovery center – use popsicle stick caterpillars to measure our bodies																	
Discovery center – count and graph fruits																	
Discovery center – sort caterpillars and butterflies from other insects																	
Cooking center – bake cinnamon caterpillars																	
Cooking center – make banana popsicles																	
Cooking center – spin a bread cocoon around a beef hotdog																	
Cooking center – decorate a Dip and Sip Nectar Flower for snack																	

Evaluation of the Montana Early Literacy Tub Activities and Materials

Please answer the following questions after you have finished using all of the tub activities and materials.

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Using the materials and activities from the tub made my day go more smoothly.					
2. I was able to focus on students who needed extra help.					
3. The students learned vocabulary, concepts, songs, and stories relevant to the materials and theme.					
4. Some students have taken skills they learned through the tub activities and are using them in other classroom activities.					
5. I have heard from parents that the students were excited about the activities.					
6. I have heard from parents that the students are singing the songs and using new theme-related words (vocabulary) at home.					
7. Parents checked out or are asking to check out theme related books to take home.					
8. I have heard from parents that the students want them to read books together at home.					

9. I will tell other teachers that they should use these materials and activities, too.					
10. I used the activities with very few changes or modifications.					
11. I followed the plan very closely both weeks.					
12. I will use these materials and activities again.					

Please answer the following questions by describing and explaining each situation. It is helpful to answer with specific examples.

13. How many times did you read the selected story (repeated reading) to your class as a group?_____ Were the children able to "read" along with you after hearing the story over and over?

14. What was difficult about using the materials and activities in your classroom?

15. What adaptations, modifications, and changes did you make to fit the Montana Early Literacy Project materials into your program?

16. Do you have any activities or lesson plans that you would like to share? If yes, please attach and return with this form. Thank you for all of your input!

Please write:

your name ________________________________

school ________________________________

date evaluation completed ____________________

Literacy Tub Checkout Process

The Montana Early Literacy Project

CO-TEACH & the Division of Educational Research and Service
School of Education
The University of Montana
Missoula, MT 59812-6336
(406) 243-4280

1) Welcome to the Montana Early Literacy Project Literacy Tub! We hope you enjoy the activities included in this thematic Tub.

2) The first thing to do when you receive the Literacy Tub is to compare the Tub contents to the laminated inventory checklist.

3) Next, familiarize yourself with the Montana Early Literacy Project Manual. Component One of the Manual describes the Literacy Tub Implementation Process.

4) Enjoy implementing the Literacy Tub activities.

5) Complete the Literacy Tub Evaluation (see last section of binder).

6) Put all materials back in the Literacy Tub and match tub contents to inventory list.

7) Finally, return the Literacy Tub within four weeks of the checkout date to:

CO-TEACH Preschool
Division of Educational Research & Service
School of Education
The University of Montana
Missoula, MT 59812-6336

If you have questions, please call or e-mail:
(406) 243-4280 or (406) 243-5344
ders@selway.umt.edu

8) Thank you for your interest in the Montana Early Literacy Project!

Literacy Tub Checkout Guidelines

The Montana Early Literacy Project

CO-TEACH & the Division of Educational Research and Service
School of Education
The University of Montana
Missoula, MT 59812-6336
(406) 243-4280

1) Upon receiving the Literacy Tub, follow the directions of the Literacy Tub Checkout Process.

2) The Montana Early Literacy Project manual included in the Literacy Tub and also located at the website http://www.umt.edu/ders are resources that will answer questions you might have.

3) Have fun implementing the Literacy Tub activities!

4) Literacy Tubs can be checked out for a maximum of four weeks.

5) Return the Literacy Tub and all of its contents in condition that you received it. If an item is broken or damaged while in your care, please replace it so others may use it.

6) Thank you for your interest in the Montana Early Literacy Project!

Montana Early Literacy Project
Literacy Tub Contents

Each literacy tub contains the following:

- ✓ Montana Early Literacy Project Manual
- ✓ Literacy tub booklet: tub development and implementation process; tub checkout procedure and guidelines; tub inventory list; tub newsletter sample(s); list of 20-30 theme-related book titles and authors; activity descriptions and materials to complete activities; tub blackline master copies; tub recipes; tub evaluation
- ✓ Multiple copies of the selected children's book (hardback, paperback, and board book, if available)
- ✓ Four to eight additional theme-related books
- ✓ Songcard(s) that illustrate the song or finger play and includes the words to the song
- ✓ Family literacy bag including activities to be sent home with children or given to families during a home visit.
- ✓ Thematic bulletin board/wall display materials
- ✓ *Tell, Show, Help, Praise* Instructional Strategy: Tell-Show-Help-Praise (TSHP) is a gentle, nonintrusive teaching method implemented by teachers at CO-TEACH, which enables children to learn skills in the least restrictive way first, gradually increasing directiveness, only to the point at which the child responds.
- ✓ Sample *Choice Book*: The *Choice Book* is produced at CO-TEACH each year and includes photographs of current preschool students engaged in desirable prosocial behaviors. The *Choice Book* provides children with strategies for problem solving and helps children learn how to effectively deal with a variety of situations that occur frequently in the classroom and at home.
- ✓ Digital camera and several floppy disks
- ✓ Thematic literacy and language CD-ROM/computer software

Emerging Literacy Checklist

Name: ______________________________ Birthdate: ____________________

Teacher: ____

Assessment Dates: __________, __________, __________, __________, __________

Language Use

____ Understands concepts such as top/bottom, first/last, before/after, beginning/end, same/not the same

____ Speech is understandable with only age appropriate errors

____ Uses appropriate sentence structures (word order, pronouns, verbs, question forms)

____ Uses rhythm in songs, rhymes, finger plays

____ Relates a story with three events

____ Relates a story with five events

Phonological Awareness

Rhyming

____ Imitates rhythmic patterns in songs, finger plays, and rhymes

____ Fills in missing words to known songs, rhymes, finger plays

____ Identifies two pictures that rhyme out of a field of three

____ Produces a word that rhymes with a given word

____ Produces a string of three words that rhyme

Blending

____ Blends words into a sentence (I–have–a–hat)

____ Blends compound words (cow–boy)

____ Blends beginning sound to rest of word (f–ish)

____ Blends words with three sounds (s–u–n)

Segmenting

____ Segments sentences into words

____ Segments words into syllables

____ Identifies the number of syllables in words

____ Segments words with two sounds (s–ew)

____ Segments words with three sounds (h–a–t)

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Emerging Literacy Checklist (continued)

Print Awareness

Book and Symbol Awareness

____ Holds book right side up and turns one page at a time
____ Identifies the pictures and the words on a page
____ Recognizes symbols seen in environment
____ Follows print using left to right sequencing (but not necessarily 1:1 word correspondence)
____ Sings the "Alphabet Song"
____ Recognizes own written name
____ Recognizes initial letter in name
____ Recognizes other letters in name
____ Points to words using 1:1 word correspondence
____ Identifies the letters of the alphabet
____ Identifies the sounds of the letters
____ Produces the sounds of the letters

Print Development

____ Writes using scribble-like markings
____ Writes using individual letter-like characters or mock letters
____ Writes using recognizable, random letter strings
____ Writes using semiphonetic spellings
____ Writes using phonetic spellings

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Emerging Literacy Screening

Child's Name: ____

DOB: ______________________________ CA: ______________

School: ____

Teacher: ______________________________ Date: ______________

Print Awareness

1. **Book awareness:** **0 1 2 3**
    - ____ pictures and words in a book
    - ____ words using left to right sequencing
    - ____ words using 1:1 correspondence
2. **Symbol identification:** **0 1 2 3**
    - ____ "stop" sign
    - ____ circle
    - ____ square
    - ____ triangle
3. **Written name identification:** **0 1 2 3**
    - ____ identifies name (in a field of three)
    - ____ identifies initial letter in name
    - ____ identifies other letters in name
4. **Print development:** **0 1 2 3**
    - ____ scribbles
    - ____ mock letters
    - ____ random letter strings
    - ____ semiphonetic spellings
5. **Sings "Alphabet Song"** **0 1 2 3**

Print Awareness Score: ______/15 ______%

Comments:

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Emerging Literacy Screening (continued)

Self-Portrait

Language Use

1. **Rhythmic patterns:** 0 1 2 3

2. **Concepts:** 0 1 2 3

____ top
____ beginning
____ first
____ before
____ next to
____ bottom
____ end
____ last
____ after
____ middle

3. **Relating a past event:** 0 1 2 3

Narrative ____

____

____

____

____ Number of events in narrative

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Emerging Literacy Screening (continued)

Language Use (continued)

4. **Speech sound intelligibility:** 0 1 2 3
   ____ difficult to understand
   ____ few errors (r, l, th, lisp)
   ____ easy to understand
5. **Sentence word order and usage:** 0 1 2 3
   ____ many grammatical errors
   ____ few grammatical errors
   ____ well-developed sentence structure

Language Use Score: ______/15 ______%

Comments:

Phonological Awareness

1. **Rhyming identification:** 0 1 2 3
   Example: mouse: house, duck
   ____ dish : bed, fish
   ____ bat : cat, sun
   ____ sock : cup, rock
2. **Rhyme production:** 0 1 2 3
   Example: rug
   ____ man
   ____ coat
   ____ ball
3. **Blending syllables:** 0 1 2 3
   Example: can–dy
   ____ hap–py
   ____ te–le–vi–sion
   ____ e–le–phant

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Emerging Literacy Screening (continued)

Phonological Awareness (continued)

4. **Blending sounds:** **0 1 2 3**

   Example: n–o–/z/ (nose)

   ____ f–i–sh

   ____ p–i–g

   ____ s–p–oo–n

5. **Segmenting syllables:** **0 1 2 3**

   Example: puppy

   ____ cookie (2 syllables)

   ____ peanut butter (4 syllables)

   ____ dinosaur (3 syllables)

6. **Segmenting sounds:** **0 1 2 3**

   Example: sit

   ____ fun

   ____ top

   ____ dog

Phonological Awareness Score: ______/15 ______%

Comments:

Screening Results

Print Awareness Score: ______/15 ______%

Language Use Score: ______/15 ______%

Phonological Awareness Score: ______/18 ______%

Total Score: ______/48 ______%

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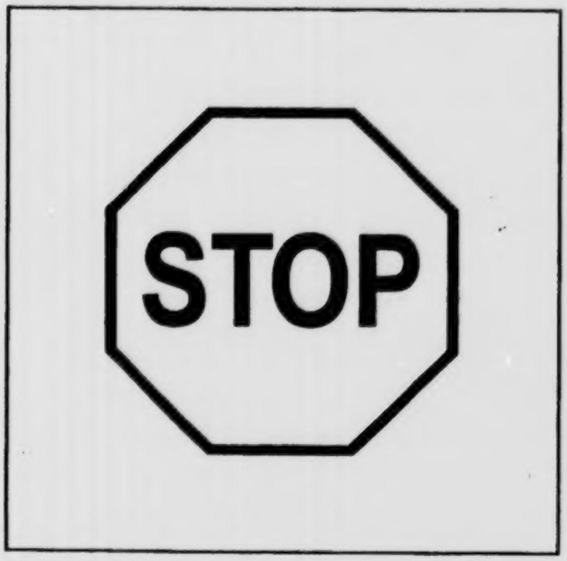
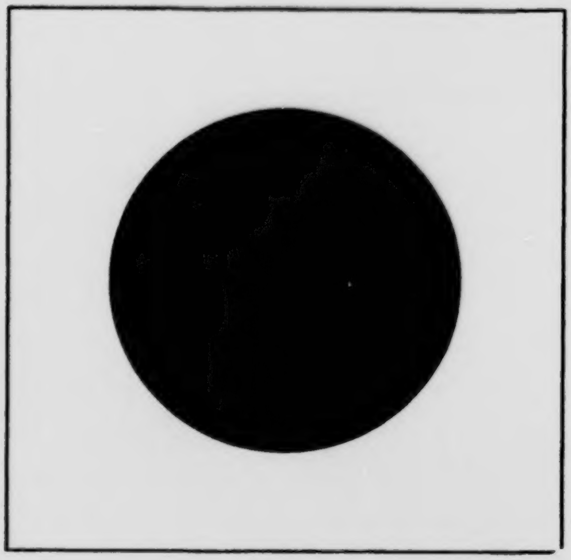
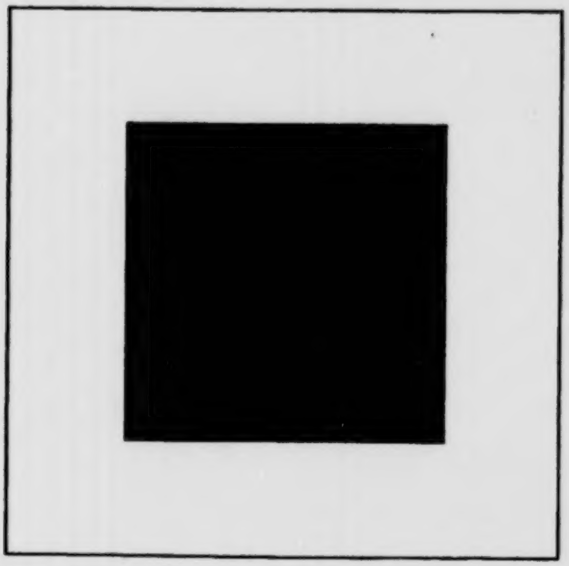
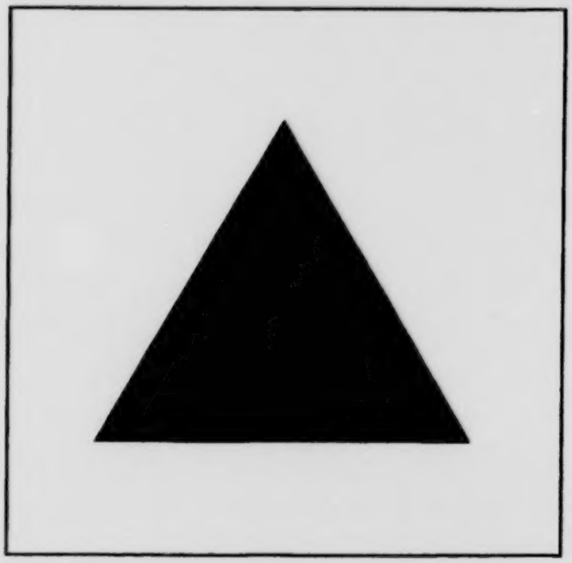
Symbol Identification









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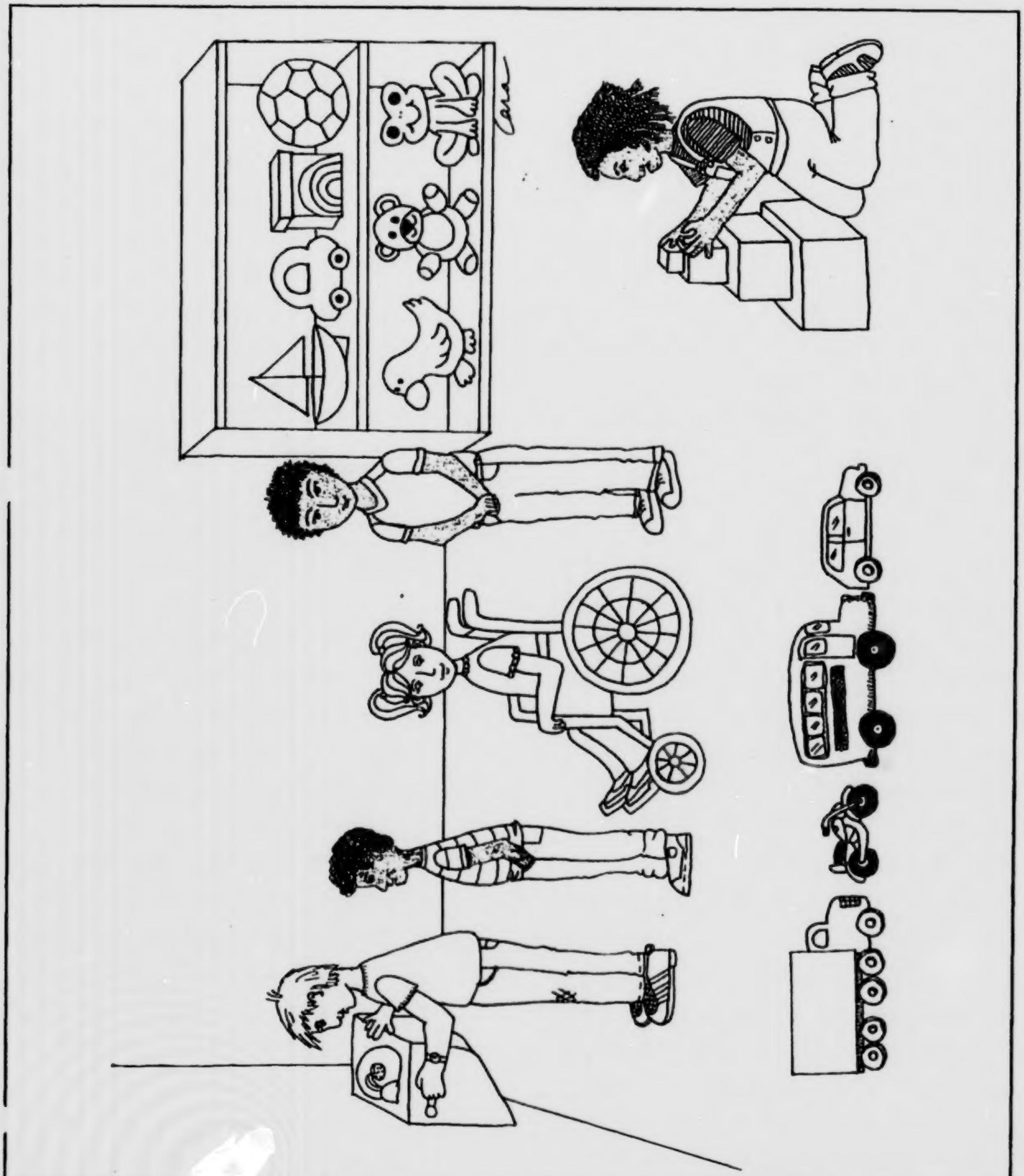
Concept Identification



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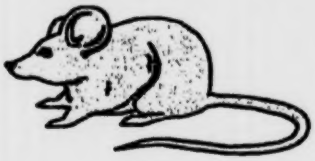
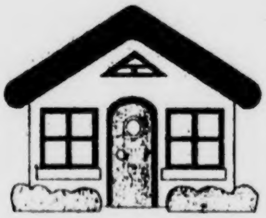
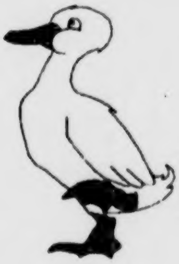
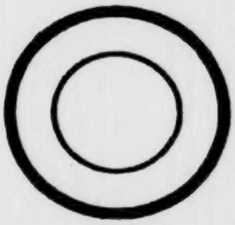
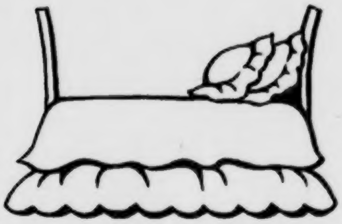
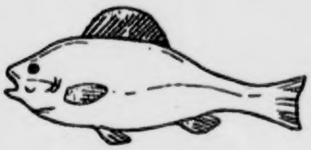
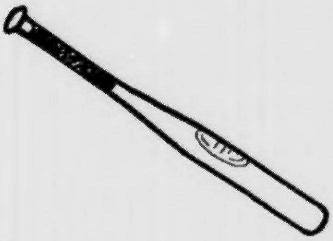
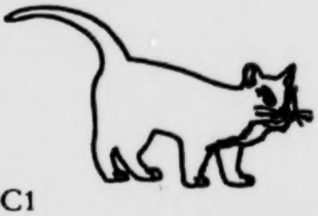
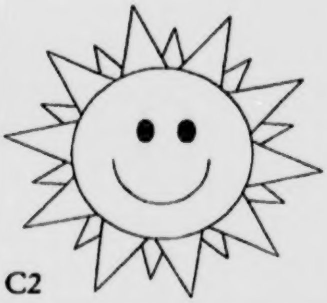
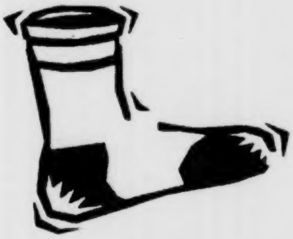
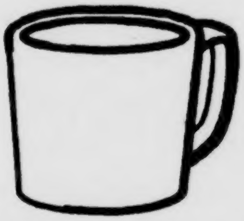
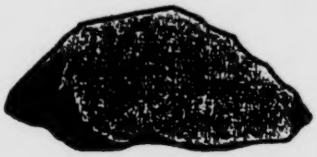
Rhyming Identification

 A	 A1	 A2
 B	 B1	 B2
 C	 C1	 C2
 D	 D1	 D2

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The Changing View of Developmental Disabilities

(Vincent, 1994)

The Old Model

Deficits → Disabilities → "Fix it"

The New Model

Strengths & Needs → Capabilities & Possibilities → Supports & Resources

"Every family {and child} has strengths, and if emphasis is on supporting strengths rather than rectifying weaknesses, chances for making a difference in the lives of children and families are vastly increased."

- Zolinda Stoneman

Individualized Education Plan Mapping Form

Child's Full Name ______________________________

Child's Date of Birth ______________ Today's Date ______________

Child's Parents'/Caregivers' Name (s) ______________________

IEP Meeting Participants

______________________ ______________________

______________________ ______________________

______________________ ______________________

Child's Strengths	**Hopes and Dreams**	**Needs and Concerns**
(Strengths become IEP present level of performance.)	(Hopes and Dreams become IEP broad goals.)	(Needs and Concerns become the IEP short-term objectives.)

(Adapted from Helena Public Schools Special Services Center's Development of IEP Form, 1996)

The Montana Early Literacy Project, U of M, All 7 Tubs

Awesome Athletics

Materials

- Multipurpose room (such as a gym) set up with a variety of gymnastics mats, low balance beams, gym wedges, large hoops, jump ropes, cones, bean bags, scooters, etc.
- A recording of the National Anthem and the means to play it (e.g., a tape player)
- American flag and a flag holder
- One of the following for each child:
  - Athlete Certificates (see blackline master, following)
  - Athlete medals: Make these with ribbon, puffy paint, and frozen juice can lids. Use a hammer and a large nail to punch a hole at the top of the juice can lid. Thread a ribbon through it and secure the ribbon by knotting it at the end. From left to right the top athlete ring colors are *blue*, *black*, *red*. The rings below are *yellow*, *green*. Add the year with puffy paint.
- Bookmaking materials (paper, watercolor paints, brushes, pencils)
- Book finishing materials (lamination supplies or clear adhesive plastic)
- Bookbinding materials (e.g., stapling, comb binding)

Language Use

- Spatial concepts

Rhyming

Blending

Segmenting

Print Awareness

- Print development Narratives
- L–R sequencing
- 1:1 word correspondence

Description

This activity focuses on spatial concepts and gross motor skills. Prepare certificates and medals in advance. On the day of the Awesome Athletics, set up events in a multipurpose room. Events may include:

Building Early Literacy & Language Skills, Sopris West, 2001

Special thanks to Ruth Hughes.

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(1) scoot **around** cones, (2) roll **down** a gym wedge, (3) toss bean bags **through** a hoop, (4) jump **over** a rope, (5) hop **between** cones, and (6) walk **forward** and **backward** on a balance beam. (See sample list of events following.) While giving directions, emphasize the spatial concepts involved in the activities (the boldface words in the preceding description). After all events have been completed, line up the children, hand out the medals and certificates, and listen to the National Anthem. Upon returning to the classroom, have the children paint a picture and write (or narrate) what they experienced at the Awesome Athletics. As a class, make a book of the athletes' experiences.

Photo by L.A. Noble

Activity Alternatives

Think of ways to adapt events to include children with mobility challenges.

Linking Families

1. Invite parents to assist with or be spectators at the Awesome Athletics.
2. Have children share the Awesome Athletics book with their families.

Target Outcomes

Ages 3-4:

1. Follow spatial concept directions
2. Relate narratives using two to three events
3. Write using mock or random letters
4. Use left to right sequencing when following words in a book

Ages 5-6:

1. Follow spatial concept directions, describe action
2. Relate narrative using four to five events
3. Write using random letter strings; semiphonetic or phonetic spellings
4. Use 1:1 word correspondence while reading words

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Awesome Athletics Events

Children scoot **around** the cones on scooters. When one scooter board gets to a designated point, another scooter begins.

- Four to five scooters
- Four orange cones placed around the room

NOTE: An orange cone placed at the starting point of each event helps children organize and know where to begin.

Children roll ("log roll" style) **down** a gym wedge, their bodies parallel to the floor.

- One orange cone
- Large wedge-shaped gym mat

Children toss bean bags **through** hoops.

- One orange cone
- Five hoops
- Twelve small bean bags

Children bounce (on a rubber ball with a handle) or hop **between** the cones.

- Four orange cones
- Two to three bouncing devices that children can sit on, hold the handle, and hop

Children walk **forward**, then **backward** on the low balance beam. Children hop off, then "present" with arms up, using the standard gymnast's finish.

- One orange cone
- One low balance beam

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Awesome Athletics

Awarded to

____

(Athlete)

____

(Official)

____

Date

Activity: Awesome Athletics

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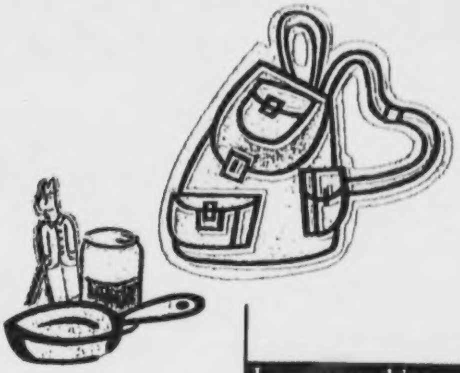
The Montana Early Literacy Project, U of M, All 7 Tubs

Kidpacks: Rhyming



Language Use

- Sentence patterns

Rhyming

- Verse
- Identification

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence

Materials

- A backpack to hold rhyming items
- Books such as *The Cat in the Hat*; *One Fish, Two Fish, Red Fish, Blue Fish*; and *There's a Wocket in My Pocket* by Dr. Seuss
- Large resealable food storage bag to hold small items whose names rhyme (see following list)
- Labels to put on materials bearing your school and classroom name
- Permission slip signed by each child's parent (for safety reasons; see blackline master, following)

Description

Kidpacks are backpacks filled with special books, games, and/or puzzles relating to a specific skill, such as rhyming. They are a fun, easy way for families to enjoy school-related activities at home with their children. Kidpacks help facilitate the development of a particular concept and/or reinforce it. Kidpacks may be checked out for one week at a time.

Suggested list of small items or toys:
- Man, pan, can
- Glue, shoe (a small doll shoe), kangaroo
- Block, sock, rock
- Bear, chair, hair
- Dish, fish
- Fork, cork
- Car, star
- Tire, wire

Building Early Literacy + Language Skills, Sopris West, 2001

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Photo by L.A. Noble.

Gather the items, label them with your school/classroom name, and put them into a large storage bag. Children can take the pack home and name the items aloud. Multiple names should be explored for some items. For example, a child may say "plate" and the family member should prompt, "what is another name for plate?" "Yes, dish!" Then the child groups together the items whose names rhyme.

Activity Alternatives

The Kidpacks may be used in the classroom.

Linking Families

Have children check out the Kidpacks to share with their families for one week at a time (see Classroom Book Checkout blackline master in the Choice Book activity in Chapter 4).

Caution: Kidpacks are for use with children age three and older. Because they contain small pieces, they may not be safe for younger children. Please send home the permission slip (see blackline master, following) before sending Kidpacks home with children.

Target Outcomes

Ages 3-4:

1. Repeat rhyming verse in books
2. Identify objects that rhyme, with assistance
3. Use left to right sequencing when following words in a book

Ages 5-6:

1. Repeat rhyming verse in books
2. Identify objects that rhyme
3. Use 1:1 correspondence while reading words

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Kidpacks Permission Slip

Dear Families,

Our class would like to introduce you to Kidpacks. Kidpacks are backpacks filled with special books, games, and/or puzzles relating to a specific skill—such as rhyming. They are a fun, easy way for families to enjoy school-related activities at home with their children. Kidpacks may be checked out of the classroom for one week at a time and brought home for you and your child to explore or reinforce concepts together.

Caution: Because Kidpacks were created for children who are three and older, they may contain small parts and could be hazardous for younger children. The use of Kidpacks by children of any age should be supervised at all times by an adult. If you wish to have Kidpacks sent home, please sign the consent form below and return it to school. Students are not required to use Kidpacks at home; this is just another way to make learning a fun family activity! Thanks!

Sincerely,

To Whom It May Concern:

I understand that Kidpacks are designed for children ages three and older. I understand that Kidpacks may not be safe for younger children and may pose a potential choking hazard. I will at all times supervise Kidpacks' use by children of any age. I give my child, ____________________, permission to borrow Kidpacks from ____________________.

(child's name) (school name)

Parent Signature:____________________ Date:__________

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The Montana Early Literacy Project, The University of Montana

All 7 Tubs

Dissected Directions

Dis-sec-ted
Di-rec-tions

Materials

- None needed

Description

Give the directions in a segmented manner when transitioning between activities during the school day. Have the children blend what was said and follow the directions. Begin this activity by segmenting the directions into words and syllables; when the children have mastered syllables, segment words into sounds. For example, when it is time to go outside to recess, say, "Stand – up – and – get – your – ja – ckets – and – go – out – side – for – re – cess." Or " S – t – a – n – d u – p a – n – d l – i – ne u – p a – t th – e d – o – or."

Activity Alternatives

1. Use the Who's Here? Bouncing Speech activity in this chapter to give directions by saying the beginning sound of each word several times.
2. Use the Who's Here? Magic Hat activity in this chapter to give directions by beginning each word with the same sound.

Linking Families

Have the children describe their day to their families by segmenting the words in their descriptions.

Language Use

Rhyming

Blending

- Syllables to words
- Sounds to words

Segmenting

- Words to syllables
- Words to sounds

Print Awareness

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Target Outcomes

Ages 3-4:

1. Blend words from syllables
2. Blend words from sounds separated by short pauses

Ages 5-6:

1. Blend words from syllables separated by one-second pauses
2. Blend words from sounds separated by one-second pauses

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The Montana Early Literacy Project, U of M
All Seven Tubs

Picture Puzzles

Materials

Pictures of vocabulary word items (use pictures that can be cut into pieces)

Description

Use disposable pictures collected from magazines, older vocabulary picture sets, or photocopies. Choose words with two to five syllables, and a few one-syllable words. Cut each picture into the number of pieces that corresponds with the number of syllables in the word. Let the children take turns putting their picture puzzles together and saying the words in syllables. One-syllable words should be used occasionally, although children sometimes focus on the sounds in one-syllable words and not the "syllableness;" they may need additional reminders to think about the syllables. Have the children blend the words together after they have been segmented.

Common pictures that are good for segmenting syllables:

ba–by
ham–mer
doc–tor

te–le–phone
e–le–phant
Sa–man–tha

te–le–vi–sion
Jan–u–a–ry
wa–ter–me–lon

NOTE The way syllables are pronounced may sometimes differ from the actual orthographic form for syllable division. Although this book shows correct orthographic form for syllable divisions, be flexible when doing syllabication activities with children (e.g., most people say "ha–mmer" rather than "ham–mer").

When children are very successful at segmenting syllables, they are ready to segment words into sounds. Collect pictures as in the syllables activity and cut each one into the number of pieces that corresponds with the number of sounds in the word. Choose words with two to

Language Use
- Vocabulary

Rhyming

Blending
- Syllables to words
- Sounds to words

Segmenting
- Words to syllables
- Words to sounds

Print Awareness

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Photo by L.H. Paulson.

four sounds. Let children take turns putting their picture puzzles together and saying the sounds of the words. Shorter words with continuant sounds (long sounds) and voiceless sounds are the easiest words to segment; words with consonant blends or clusters (i.e., br, st, gl, etc.) are more difficult. When children are successful at segmenting words with two and three sounds, have them segment words with four sounds. Have the children blend the words together after they have been segmented.

Common pictures that are good for segmenting sounds:

sh–oe
i–ce
t–wo

f–i–sh
s–u–n
r–a–ke

f–o–/k/–/s/ (fox)
s–n–a–ke
d–r–u–m

Activity Alternatives

1. Use groups of vocabulary words that relate to thematic units.
2. Use pictures of children or use their written names for the puzzles.

Linking Families

Have children make picture puzzles to take home and share with their families.

Target Outcomes

Ages 3-4:
1. Segment words into syllables
2. Blend words from syllables
3. Blend words from sounds

Ages 5-6:
1. Segment words into syllables
2. Segment words into sounds
3. Blend words from sounds

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The Montana Early Literacy Project, UofM, All 7 Tubs

Picture Story/ Word Story

Materials

- Paper or a draft book for each child
- Pencils
- Crayons, color pencils

Description

The Picture Story/Word Story activity is an excellent strategy to help children develop their writing skills. In a whole group activity, demonstrate drawing a horizontal line in the middle of a large piece of paper, creating two halves. Explain that the top half of the page is for the picture story and the bottom half is for the word story of a writing plan. Then draw a picture that is related to a recent activity or event such as reading a book, going on a field trip, coming in from recess, etc., on the top half of the paper. Write a sentence on the bottom half of the paper that describes the picture. Demonstrate all the levels of print development on the same example by writing the same sentence in conventional, phonetic, semiphonetic, and precommuncative styles, and describe the thought process used when thinking about how to spell and write words. (See Appendix G for a description of a writing approach.) This empowers all children to feel comfortable writing at whatever level they have attained.

Have the children make their own Picture Story/Word Story, using looseleaf paper or their own draft books (see samples, following). When their stories are completed, have them read their sentences to an adult. If the words are not recognizable in print, write the child's story on the back of the page.

Language Use

- Sentence structure

Rhyming

Blending

Segmenting

Print Awareness

- Print development

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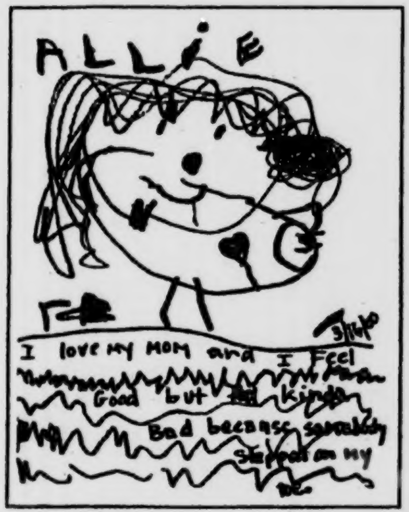
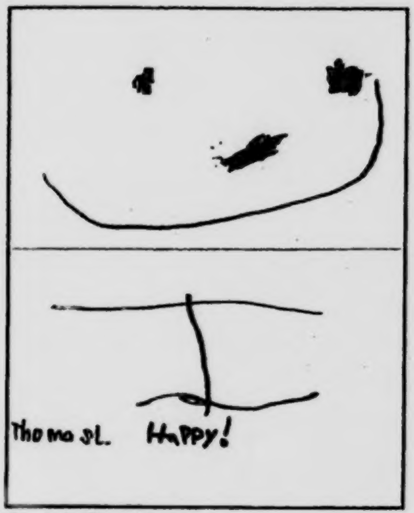
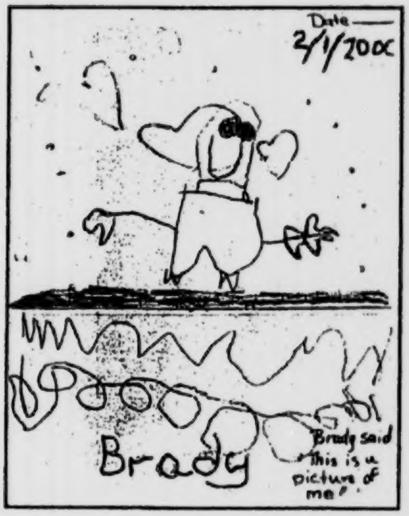

ALLIE
I love my mom and I feel Good but kinda Bad because somebody stepped on my toe

Drawing by Allie Otten.

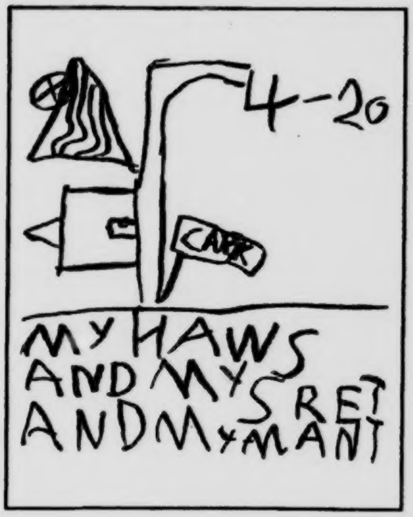

Thomas L. Happy!

Drawing by Thomas Langston.

Drawing by Brady Henthorn.


Date 2/1/2000
Brady
Brady said This is a picture of me!

Drawing by Jake Brodsky.


4-20
CARR
MY HAWS AND MY SRET AND MY MANT

Activity Alternatives

For recording science explorations, have the children draw what is observed and write their observations below the drawings.

Linking Families

Have the children share their Picture Story/Word Story pages with their families.

Target Outcomes

Ages 3-4:

1. Write using mock or random letter strings
2. Use three- to six-word sentences

Ages 5-6:

1. Write using random letter strings; semiphonetic or phonetic spellings
2. Use four- to ten-word sentences

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Visitor Log

Montana Early Literacy Project
Demonstration Site: CO-TEACH Preschool

Your Name and Organization	Your Address, Phone Number, & E-mail	Date of Visit, Time In, & Time Out	Purpose of Visit and Comments

Classroom Book Checkout

☆ Please remember that books may be checked out for a maximum of two weeks.

OUT	IN	Book Title	Child/Parent Name	Teacher Initials

Activity: **Choice Book**

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Early Literacy Family Feedback Form

The Montana Early Literacy Project

CO-TEACH & the Division of Educational Research and Service
School of Education, The University of Montana
Missoula, MT 59812-6336
(406) 243-4280

Dear Families,

Your participation and feedback is necessary for the success of our program. Please take a moment to answer the following questions. Return this form to your child's teacher.

Thank you,

		Please circle one:
1)	Do you read with your child on a daily basis? **Please describe**:	Always Sometimes Never
2)	Does your child use writing materials at home? **Please describe**:	Always Sometimes Never
3)	At home, does your child sing songs that were learned at school? **Please describe**:	Always Sometimes Never
4)	Do you and your child read and discuss the bi-weekly newsletter? **Please describe**:	Always Sometimes Never

5) Have you learned more about your child's development with respect to early reading and writing skills?
Please describe:

Language Use	**Print Awareness**	**Rhyming**	**Blending**	**Segmenting**
Sentence structure	Print development			

We're Having a Puppet Show

Materials:

- teacher chosen children's book (for example, *Is Your Mama a Llama?* by Deborah Guarino)
- variety of puppets for dramatic play
- material to make puppets for book characters: markers, crayons, glitter, chalk, feathers, glue, eyeballs, yarn, felt, multiple colors of tissue and construction paper, cotton balls (pre-cut shapes glued to popsicle sticks work well)
- copies of program for each family and friend (list of cast and characters, see example)
- paper to make invitations (see example)
- letter to families describing lesson plan (see example)
- markers, crayons
- scissors
- butcher paper for backdrop
- paint or chalk for the backdrop
- paintbrushes
- sticky tack, fish line, and tacks (to hang the backdrop)
- puppet theater or stage (use an actual stage or simply a table or counter with a cloth draped over it to hide actors)
- cloth
- tape
- small chairs for children to sit on behind the puppet stage
- cookies and juice
- napkins
- cups or paper cups
- popcorn
- small, brown paper bags

Description: "We're Having a Puppet Show" is an extended literacy activity which focuses on quality children's literature, repeated readings, imaginary play, language use, writing, and family involvement. Allow two weeks to implement this activity. During the first week, children have an opportunity to pretend play with a variety of classroom puppets in a dramatic play puppet theater. They also become familiar with the story, choose a character, make individual character puppets, and write and send/take home invitations. The second week, children continue to explore using the puppets, make individual character puppets, paint a backdrop, practice saying their line(s), have dress rehearsal, and perform in front of families.

Choose a favorite story. A sample book might be: *Is Your Mama a Llama?* by Deborah Guarino. This book focuses on repetition and rhyming. Send home a newsletter to families explaining the puppet activities that have been planned for two weeks (see example).

Introduce the story and read it every day for two weeks. During whole group make a list of the characters in the story on a piece of butcher paper. Then ask the children who would like to be each character. List the children's names next to the character they chose. If there are more children than characters, have more than one llama, bat, swan, cow, etc. A good strategy for young children is to have several children be each character, because children are less apprehensive about saying their line(s) and performing in front of an audience if they can do it with a friend(s). When reading the story each day (teacher narrates), have the children practice saying their line(s). The story may be adapted to script like this:

Llama – Julie
Bat – Kevin

Llama: Is your Mama a llama?
Narrator: Julie asked her friend, Kevin.
Bat: No, she is not.
Narrator: Kevin's Mama hangs by her feet, and she lives in a cave. I do not believe that's how llamas behave.
Llama: Oh, you are right about that. I think that Kevin's Mama sounds more like a . . .!"
All characters: "BAT!"

Children decorate their puppet characters at the art center and write their names on the back of their puppets. They write and decorate invitations to go home to their families. The invitations should answer the questions: What? Why? Who? Where? and When? (see example). Send the invitations home with the children at least three days prior to the performance.

HINT: Tell parents about the puppet show several weeks in advance, so they can mark their calendars and arrange to get off work to come.

Next, children decorate the backdrop or scenery for the puppet show. They may do this cooperatively in small group (three or four children take turns at a time). Children may use paint, chalk, markers, crayons, or other materials to decorate the backdrop. Teachers may use sticky tack, tape, or fishing line and tacks to hang the backdrop behind the puppet stage.

The day before the puppet show have a dress rehearsal. Children sit on chairs in a semicircle behind the stage. Talk about what the room will look like when the audience is there. Practice saying lines loudly. Narrate the story and have each child (or group of children) come up, kneel down, and say their line while holding their puppet up on the stage.

The day of the puppet show, have the children air pop popcorn and scoop it in to small, brown paper bags. Children may pass out performance programs and brown bags of popcorn at the door to families. Put on the Puppet Show! Have at least one adult helper behind the stage to assist children. When the puppet show is over, have the children walk in single file in front of the stage to take a bow. Celebrate with juice and cookies!

Activity Alternatives:

1. Use talking talking switches for children with limited verbal skills.

Linking Families:

1. Remember to let families know about the puppet show date well in advance, so they can mark their calendars. Send a newsletter to families detailing the events for "We're Having a Puppet Show"(see example).
2. Send child-made puppet show invitations home to families.
3. Greet families at the door with a program (see example).
4. Make popcorn prior to the puppet show and put it into small brown bags, like at the movie theater. Offer popcorn to family members to eat and enjoy during the performance.

Linking Outcomes (ages 3-4): 1. repeat sentence patterns
2. write using mock or random letters

Linking Outcomes (ages 5-6): 1. repeat sentence patterns
2. write using semiphonetic or phonetic spelling

Language Use	Print Awareness	Rhyming	Blending	Segmenting
Use descriptors	Print development			
Narratives	L – R sequencing			
	1:1 word correspondence			

FAMILY PHOTO ALBUM

Materials:
- photo album
- photo album pages (one per child)
- stickers, stamps
- pens, markers
- glue, tape
- construction paper or colored paper
- child and family pictures of important events, favorite activities, pets, friends, relatives
- letter home to families (see black line master)

Description: : "The Family Photo Album" is a homework assignment for families. It encourages family involvement in the school setting. Parents and children design their unique photo album page to send back to school and shared with the entire class. Begin the activity by sending a blank photo album page and a letter home to families describing the activity or homework assignment (see black line master). Parents and children design, decorate, and write about and label selected pictures for a photo album page to share with the class. Children bring their decorated photo pages to school and share them with their classmates. Photo album pages are collected into a "Family Photo Album" located in the classroom library. Children talk about the photographs, "read" the descriptions under each picture, tell stories of the events in the photos, look at pictures of family members when they miss them, and simply enjoy the album!

HINT: This is a great tool for children who may have a difficult time transitioning from home to school.

Activity Alternatives: Use a digital camera, computer, scanner, or color copier to make a duplicate of the photo album pages and display them on a class bulletin board. This is also an alternative to keeping the original photographs, if families are concerned that they will be without the pictures during the school year.

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Linking Families:

1. This activity is specifically designed to involve families in the classroom, to make them feel welcome, and to ease transition from home to school.
2. Give a child with two sets of parents two photo album pages, one for each family.

Linking Outcomes (ages 3-4):

1. use descriptive words in sentences when talking about photographs
2. use 3 to 4 sentences to describe photo album page
3. use left to right sequencing following words in photo descriptions
4. write using mock or random letters

Linking Outcomes (ages 5-6):

1. use descriptive words in sentences when talking about photographs
2. use 5 to 6 sentences to describe photo album page
3. use 1:1 word correspondence while reading in photo descriptions
4. write using semiphonetic and phonetic spelling

Dear Families,

Our class is making a "Family Photo Album." We would like you and your child to create a page for the book using the photo album page provided with this letter. Then with your child's help, choose photographs of favorite activities, events, pets, friends, relatives, stories, toys, memorabilia, your home, and anything else you would like to share with the class. On the page, please include your child's name and age. Ask your child to tell you about each picture, and then write what she or he says below it. Encourage your child to label pictures by "writing" below them as well. Please send your page back to school as soon as possible. Children can share their photo page with the class during "Show -and- Tell" at circle time. We will gather all of the pages and put them into an album that will remain in the classroom library for you and the children to enjoy. At the end of the school year, children will be able to take their pages home. This is a fun family project. Thank you for your help. We look forward to seeing your family page.

Sincerely,

GOOD TALKING WORDS

Dear Parents,

Your child will be participating in a program called "Good Talking Words" that teaches social communication skills. The lessons include:

- Listening
- Greetings
- Observation
- Body Language
- How to Start Talking
- Manners
- Turn Taking
- Sharing
- Helping
- Tone of Voice
- Feelings
- Problem Solving

These lessons will be presented once a week. The vocabulary and concepts will be reinforced at school and a note will be sent home with your child each week so you can also reinforce these skills.

We are very excited about the results of this program in expanding your child's social communication skills. If you have any questions or would like to visit your child's classroom during their "Good Talking Words" lesson, please call us at school.

Sincerely,

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GOOD TALKING WORDS

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Your child will be participating in a program called "Good Talking Words" that teaches social communication skills. The lessons include:

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Sincerely,

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Language Use	**Print Awareness**	Rhyming	Blending	**Segmenting**
Sentence structure	Print development			Beginning sounds

Family Fun with Food

"Muffins for Moms"

Materials:

- book *If You Give a Moose a Muffin* by Laura Joffe Numerhoff
- recipe to make muffins (see black line master)
- muffin mix
- muffin tins
- paper muffin cups (may substitute non-stick cooking spray in tins)
- large bowl
- measuring cups
- wooden spoon
- water
- 1 egg
- napkins
- children's home addresses
- pens, pencils, markers
- envelopes, stamps
- sample invitation on butcher paper
- paper for invitations (see example)

Description: Family Fun with Food "Muffins for Moms" is an activity that encourages family involvement at school by inviting Moms to come to school for snack. "Muffins for Moms" helps build positive home/school partnerships. Everyone looks forward to the event, and everyone has a great time laughing, visiting, and eating! Family Fun With Food "Muffins for Moms" combines reading, writing, and cooking to allow children to work on skills such as: listening, following instructions, following a sequence of steps (first to last), waiting, sharing, turn-taking, fine motor (writing, pouring, stirring), communication and social interaction (using polite manners words).

During circle time or whole group, read the book *If You Give a Moose a Muffin* to the class. Point out all of the words in the story that begin with the /m/ sound. Then make a list of other words that start with the sound /m/. Practice segmenting the /m/ sound from the rest of the word. Teacher asks children, "Who has a name in your family that begins with the /m/ sound?" (Children guess: Mom) Teacher says, "That's right! Your M - om! Let's invite our Moms to school next week for 'Muffins for Moms!'" Next, the teacher writes a sample invitation on butcher paper for all the children to see. The teacher asks the children to contribute ideas of what to write on the invitation. Then, transition to a small group table top have of what to write on the invitation. During a small group table top activity, have the children write (or narrate) and decorate invitations for Moms to come have snack at school. The children may address the envelopes. Send the invitation home with each child.

Activity Alternatives:

1. Children type invitations and decorate them on the computer and then print them out to send home.
2. Three and four-year-olds may trace or copy addresses onto envelopes. Five and six-year-olds can practice addressing an envelope to their Moms.
3. Stamp and mail the invitations to family members.
4. Teachers invite their own Moms to come to class and meet the students and families.
5. Have the class choose their own alliterative cooking activity (for example: "Cookies for Cousins" or "Pancakes for Papas).
6. See the "Give a Moose a Muffin Circle Story" activity in the Language Use section.

Linking Families:

1. Child-written invitation is sent home.
2. Be sure to let all family members know that they are all welcome to come to "Muffins for Moms."
3. Send home a copy of the muffin recipe (see black line master).

Linking Outcomes (ages 3-4):

1. write using mock or random letters
2. repeat sentence patterns in invitations
3. segment beginning sound of words with assistance
4. trace or copy address

Linking Outcomes (ages 5-6):

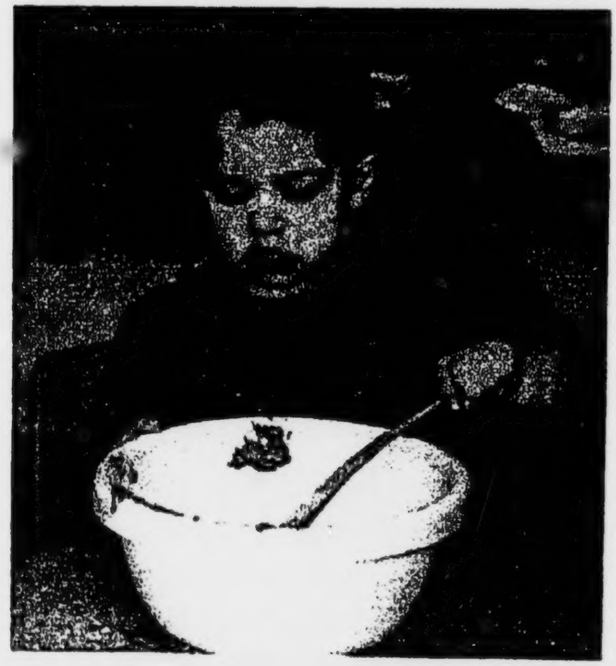
1. write using semiphonetic or phonetic spelling
2. repeat sentence patterns in invitations
3. segment beginning sound of words
4. write or copy address

November 12, 2000

Dear Mom,

Next Wednesday we are making "Muffins for Moms" at school. Please come to my classroom at 10:30 AM to eat muffins with my friends, teachers, and me. I will make a marvelous muffin especially for you.

Love,
Taylor



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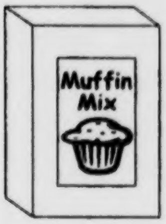
Muffins for Moms

1. NEED

Muffin Mix



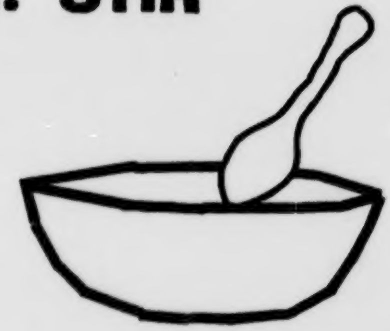
Water

Egg

Muffin Tin

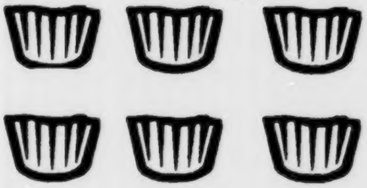
Muffin Cups

2. STIR



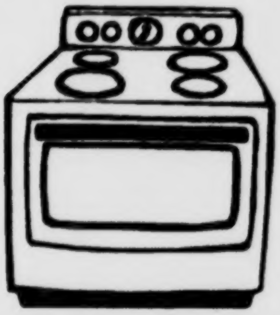
Mix ingredients in a bowl until moistened.

3. FILL



Spoon batter into muffin cups and place in muffin tins.

4. BAKE



Bake at 400 degrees for 12 - 14 minutes. Cool for 5 minutes.

Language Use	Print Awareness	Rhyming	Blending	Segmenting
Sentence structure	Print development			Beginning sounds
Number concepts				

Family Fun with Food

"Doughnuts for Dads"

Materials:
- recipe to make doughnuts (see black line master)
- ready-to-make biscuits
- doughnut cut out cookie cutter with hole in the center
- vegetable oil
- deep fryer or frying pan (**For Safety Remember**: step 3 of the recipe to be completed by adults only due to heat!)
- tongs
- frosting
- children's home addresses
- pens, pencils
- envelopes, stamps
- sample invitation on butcher paper
- paper for invitations (see example)
- list of different types of doughnuts written on poster board
- lined paper (one piece for each doughnut type to be written)

Hint: ready-to-make biscuits that come in rolls and are located in the refrigerated section of the grocery store.

Description: Family Fun with Food "Doughnuts for Dads" is an activity that encourages family involvement at school by inviting Dads to come to school for snack. "Doughnuts for Dads" helps build positive home/school partnerships. Everyone looks forward to the event, and everyone has a great time laughing, visiting, and eating! Family Fun with Food "Doughnuts for Dads" combines reading, writing, and cooking to allow children to work on skills such as: listening, following instructions, following a sequence of steps (first to last), waiting, sharing, turn-taking, fine motor (writing, pouring, stirring), communication and social interaction (using polite manners words).

Bring a variety of doughnuts to class for children to sample such as: maple bars, chocolate, glazed, cinnamon twists, plain, powdered sugar, etc. (Doughnut holes work best for taste tests!) Set up a doughnut tasting center at the snack tables or another designated area of the classroom. Cut all but one of each type of doughnut into bite size pieces, and put them on separate trays by doughnut category. Label each tray with the type of doughnut by writing the name of the flavor i.e. chocolate, cinnamon twist, etc. Put a piece of lined paper next to each tray. Have children wash their hands. Then, show the children a whole maple bar, and give them individual bite size pieces to taste. Continue with the various types of doughnuts. After the taste test, ask the children which kind of doughnut was their favorite. Have each child write her/his names on the piece of lined paper next to their favorite kind of doughnut. Chart the results on a piece of poster board next to the matching doughnut types. With the children, count how many students signed their names on each piece of paper. Write the total number of signatures at the bottom of the piece of paper.

Then make a list of words that start with the /d/ sound. Practice segmenting the /d/sound from the rest of the word. Teacher asks children, “Who has a name in your family that begins with the /d/ sound?” (Children guess: dad) Teacher says, “That’s right! Your d-ad! Let’s invite our dads to school next week for Doughnuts for Dads!” Next, the teacher writes a sample invitation on butcher paper for all the children to see. The teacher asks the children to contribute ideas of what to write on the invitation. Then, at a small group table top activity, have children write and decorate invitations to dads to come have snack at school. Children may address the envelopes. Send the invitation home with each child.

Activity Alternatives:

1. Children type invitations and decorate them on the computer and then print them out to send home.
2. Three and four-year-old children may trace or copy their addresses on an envelope. Five and six-year-old children can practice addressing an envelope to their dads.
3. Teacher addresses envelopes in advance.
4. Mail the invitations to the family members.
5. Teachers invite their own dads to come to class and meet the students and families.
6. Have the class choose their own alliterative cooking activity (for example: “Cookies for Cousins” or “Pancakes for Papas).

Linking Families:

1. Child-written invitation is sent home.
2. A variety of family members come to eat snack at school. Be sure to let all family members know that they are all welcome to come to any of the food activities.
3. Send a copy of the recipe home (see black line master).

Linking Outcomes (ages 3-4):

1. write using mock and random letters
2. repeat sentence patterns in invitations
3. segment initial sound of words with assistance
4. trace or copy address

Linking Outcomes (ages 5-6):

1. write using semiphonetic and phonetic spelling
2. repeat sentence patterns in invitations
3. segment initial sound of words
4. write or copy address

October 25, 2000

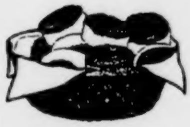
Dear Dad,

Next Wednesday we are making "Doughnuts for Dads" at school. Please come to my classroom at 10:30 AM to eat snack with my friends, teachers, and me. I will make a delicious doughnut especially for you!

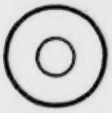
Love,
Amos

Doughnuts for Dads

1. NEED



Ready-to-make biscuits



Doughnut cookie cutter

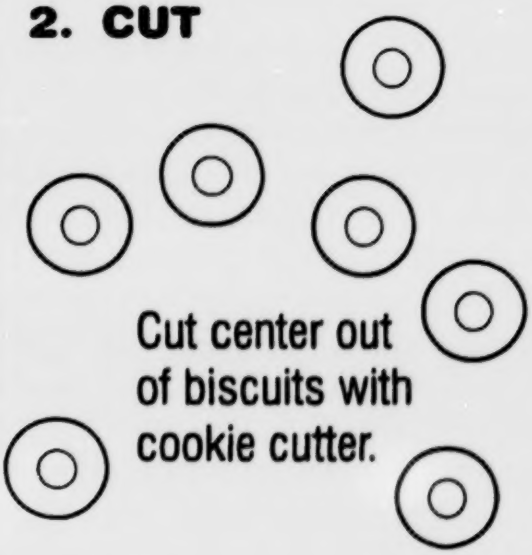
Vegetable oil

Frying pan

Tongs

Frosting

2. CUT



Cut center out of biscuits with cookie cutter.

3. FRY

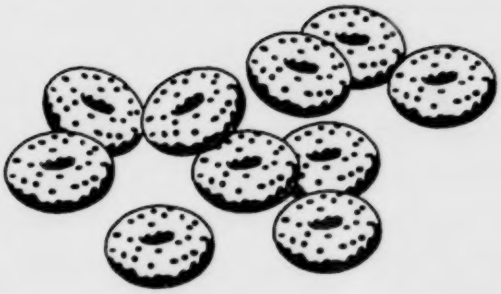
Fill pan with oil and heat.

When pan is hot, carefully place doughnuts in pan.

Use tongs to turn doughnuts over.

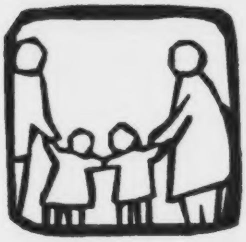
Remove when golden brown.

4. FROST



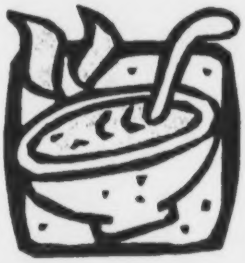
Cool and frost.

Language Use	Print Awareness	Rhyming	Blending	Segmenting
Sentence structure	Print development			Beginning sounds



Family Fun with Food

"Garden Soup for Grandparents"



Materials:

- book *Growing Vegetable Soup* by Lois Ehlert
- recipe to make garden soup located at the back of the book *Growing Vegetable Soup*
- ingredients from recipe in the back of book *Growing Vegetable Soup*
- optional: salt, pepper, shredded cheese, crackers, chicken broth, barley
- dull butter knife or plastic knife to chop vegetables (or teacher may opt to pre-cut vegetables in advance)
- bowls
- spoons
- napkins
- children's home addresses
- envelopes, stamps
- pencils, pens, markers
- paper of invitation (see example)
- sample invitation on butcher paper

Description: Family Fun with Food "Garden Soup for Grandparents" is a spring time activity that encourages family involvement at school by inviting Grandparents to come to school and eat snack. The activity helps build positive home/school partnerships. Everyone looks forward to the event, and everyone has a great time laughing, visiting, and eating! Family Fun with Food "Garden Soup for Grandparents" combines reading, writing, and cooking and allows children to work on skills such as: listening, following instructions, following a sequence of steps (first to last), waiting, sharing, turn-taking, fine motor (writing, pouring, stirring), communication and social interaction (using polite manners words).

During circle time or whole group, read the book *Growing Vegetable Soup* to the class. Then make a list of other words that start with the letter sound /g/. Using the list of "G" words, have the children practice segmenting the /g/ sound from the rest of the word. Teacher asks children, "Who has a name in your family that begins with the /g/ sound?" (Children guess: Grandma, Grandpa, Grandparents) Teacher says, "That's right! Your G-randparents! Let's invite our Grandparents to school next week for 'Garden Soup for Grandparents!'" Next, the teacher writes a sample invitation on butcher paper for all the children to see. The teacher asks the children to contribute ideas of what to write on the invitation. During a small group table top activity, have children write (or narrate) and decorate invitations to Grandparents to come have snack at school. The children may address envelopes. Send the invitation home with each child.

Activity Alternatives:

1. Children type invitations and decorate them on the computer and then print them out to send home.
2. Three and four-year old children trace or copy their addresses on an envelope. Five and six-year-old children practice addressing an envelope to their Grandparents.
3. Mail the invitations to the family members.
4. Teachers invite their own Grandparents to come to class and meet the students and families.
5. Have the class choose their own alliterative family cooking activity (for example: "Cookies for Cousins" or "Pancakes for Papas).

Linking Families:

1. Child-written invitation is sent home.
2. A variety of family members come to eat snack at school. Be sure to let all family members know that they are welcome to come to any of the food activities.
3. Send home a copy of the Garden Soup recipe from the book *Growing Vegetable Soup*.

Linking Outcomes (ages 3-4):	1. write using mock or random letters 2. repeat sentence pattern in invitation 3. segment beginning sound of words with assistance 4. trace or copy address
Linking Outcomes (ages 5-6):	1. write using semiphonetic or phonetic spelling 2. repeat sentence pattern in invitation 3. segment beginning sound of words 4. write or copy address

April 20, 2000
Dear Grandma and Grandpa,

Next Wednesday we are making "Garden Soup for Grandparents" at school. Please come to my classroom at 10:30 AM to eat garden soup with my friends, teachers, and me. I will make you each a bowl of good garden soup.

Love,
Megan

Language Use Sentence structure	[✓ **Print Awareness**] Print development	Rhyming	Blending	**Segmenting** Beginning sounds

Family Fun with Food

"Sundaes for Siblings"

Materials:
- book *Ice Cream Bear* by Jez Alborough
- recipe to make ice cream sundaes (see black line master)
- ice cream
- bananas
- nuts
- chocolate syrup
- butter knife or plastic knife to chop bananas
- ice cream scoop
- bowls
- spoons
- children's home addresses
- pens, pencils
- envelopes, stamps
- sample invitation on butcher paper
- paper for invitations (see example)

Description: Family Fun with Food "Sundaes for Siblings" is an activity that encourages family involvement at school by inviting siblings to come to school for snack. "Sundaes for Siblings" helps build positive home/school partnerships. Everyone looks forward to the event, and everyone has a great time laughing, visiting, and eating! Family Fun With Food "Sundaes for Siblings" combines reading, writing, and cooking activities that allow children to work on skills such as: listening, following instructions, following a sequence of steps (first to last), waiting, sharing, turn-taking, fine motor (writing, pouring, stirring), communication and social interaction (using polite manners words).

During circle time or whole group, read the book *Ice Cream Bear* to the class. Point out all of the words in the book that begin with the /s/ sound. Then make a list of other words that start with the /s/ sound. Practice segmenting the /s/ sound from the rest of the word. Teacher asks children, "Who has a name in your family that begins with the /s/ sound?" (Children guess: sister, sibling) Teacher says, "That's right! Your s - ister or s-ibling. Brothers are siblings too, but brother starts with a different sound. Let's invite our siblings (sisters and brothers) to school next week for 'Sundaes for Siblings!'" Next, the teacher writes a sample invitation on butcher paper for all the children to see. The teacher asks the children to contribute ideas of what to write on the invitation. Then, during a small group table top activity, have children write (or narrate) and decorate invitations to siblings to come have snack at school. Children may address the envelopes. Send the invitation home with each child.

Activity Alternatives:

1. Children type invitations and decorate them on the computer and then print them out to send home.
2. Three and four-year-old children can trace or copy their addresses on an envelope. Five and six-year-old children write addresses on envelope to their siblings.
3. Mail the invitations to family members.
4. Teachers invite their own siblings to come to class and meet the students and families.
5. Have the class choose their own alliterative cooking activity (for example: "Cookies for Cousins" or "Pancakes for Papas").

Linking Families:

1. Child-written invitation is sent home.
2. A variety of family members come to eat snack at school. Be sure to let all family members know that they are all welcome to come to any of the food activities.
3. Send a copy of the recipe home (see black line master).

Linking Outcomes (ages 3-4):

1. write using mock or random letters
2. repeat sentence patterns in invitations
3. segment beginning sound of words with assistance
4. trace or copy address

Linking Outcomes (ages 5-6):

1. use semiphonetic or phonetic writing
2. repeat sentence patterns in invitations
3. segment beginning sound of words
4. write or copy address

February 16, 2000

Dear Macy and Elliot,
Next Wednesday we are making "Sundaes for Siblings" at school. You are my sister and brother, my siblings. Please come to my classroom at 10:30 AM to eat ice cream sundaes with my friends, teachers, and me. I will make two super sundaes with ice cream especially for you.

Love, Liza

Sundaes for Siblings

1. NEED

Ice cream

Bananas

Nuts

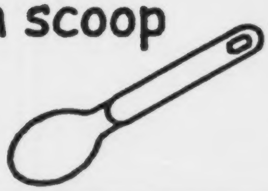
Chocolate syrup

Butter knives

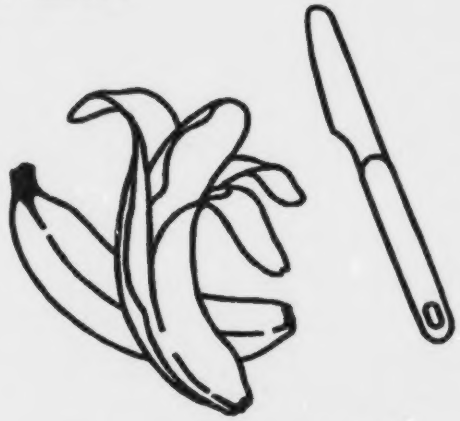
Ice cream scoop

Spoons

Bowls



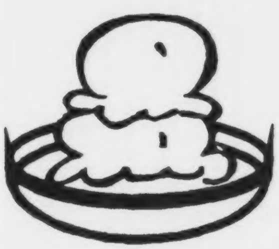
2. CUT



Bananas with
a dull knife.

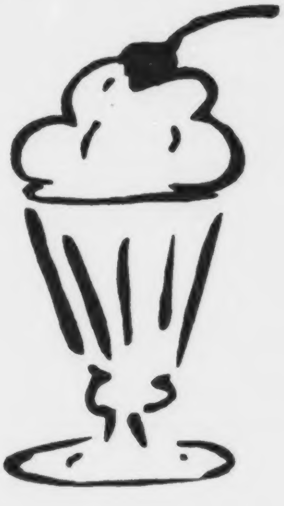
3. SCOOP

Scoop ice cream
into bowls.



Add toppings
of choice.

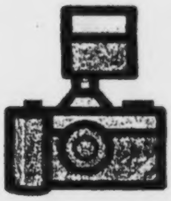
4. SERVE



Mark Your Calenders...

What: CO-TEACH Family Book-Making Night

When: April 20, 2000 from 6:00 - 7:30 p.m.



Where: CO-TEACH Preschool

What to bring: You, your family, your pictures, and anything else that you would like to include in your book.

CO-TEACH will provide: Markers, crayons, stickers, scissors, construction paper, etc. And of course, refreshments (Cookies, coffee, and juice)!

To check out the digital camera:
Contact Chris Daday at 243 - 6303 to make arrangements. We have two cameras available and will be checking them out to be used for two nights. Again, I would be more than happy to print out your pictures on our color printer, just let me know.

We look forward to seeing everyone there!!!!

CO-TEACH Preschool Program
Field Trip Release Form

Educational field trips are a component of the CO-TEACH Preschool curriculum. Field trips include five or six on- and off-campus excursions per year, and are carefully planned by the teachers and students. Examples of field trips are: hiking the "M", Missoula Carousel, Pet Smart, Pizza Hut, the Public Library, and the Humane Society. University vans are used for off-campus trips and are driven by CO-TEACH staff. All family members are welcome to ride in the vans on field trips, provided there is enough space for all CO-TEACH students. The vans contain seatbelts, but they do **not** have child car seats. Children and adults are required to wear seatbelts in the vans. If you would like your child to use a car seat, please provide one for the preschool to borrow for the day. However, some parents choose to drive their children and meet the rest of the class at the field trip destination

Although we take every precaution to ensure your child's safety while on these trips, The University of Montana will assume no responsibility for injuries, which are not caused by the acts of University agents or employees. When drivers are used for transportation purposes, each will have personal liability insurance, pursuant to Montana State Law.

Parents are informed of field trips in the newsletters or verbally over the phone. No child may go on one of these trips without the written permission of his/her parent(s) or guardian(s). Your signature on the line below indicates that you understand these conditions and grant permission for your child to go on all CO-TEACH field trips. If you do not want your child to attend a particular field trip, please contact Shannon or Amy at 243-6303 to inform them of your wishes.

Sincerely,

Shannon Guilfoyle Neilsen CO-TEACH Coordinator	Amy Foster Wolferman CO-TEACH Preschool Teacher	Stacia Jepson CO-TEACH Asst. Director

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My child, _______________, has my permission to attend the CO-TEACH Preschool Program field trips.

____
Parent/Guardian

____
Date

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Sample Family Literacy Bag

The Very Hungry Caterpillar

Books

1) *The Very Hungry Caterpillar,* by Eric Carle (1969, 1987)
2) *The Lamb and the Butterfly,* by Arnold Sundgaard (1988)
3) I*n the Tall, Tall Grass,* by Denise Fleming (1991, 1995)

Story extension activity

1) "Mini-flannel board" – Children attach flannel board shapes of food items, a caterpillar, a cocoon, and a butterfly from the story to the mini-flannel board and retell the story.

Writing activity

1) "Our Butterfly Book" - Children make their own butterfly books by drawing a picture of a butterfly and dictating a story about their butterfly to their parents. Parents can model the writing process by printing what the child says and then reading the words back to the child. Parents then encourage the child to write the words.

Game or craft activity

1) "A clothespin butterfly" – Children use colorful squares of tissue paper, a clothespin, and two pipe cleaners to create a beautiful butterfly.
2) "Play dough" – children mold caterpillars, cocoons, and butterflies out of play dough.

Appendix D

Key Understandings:

Culture

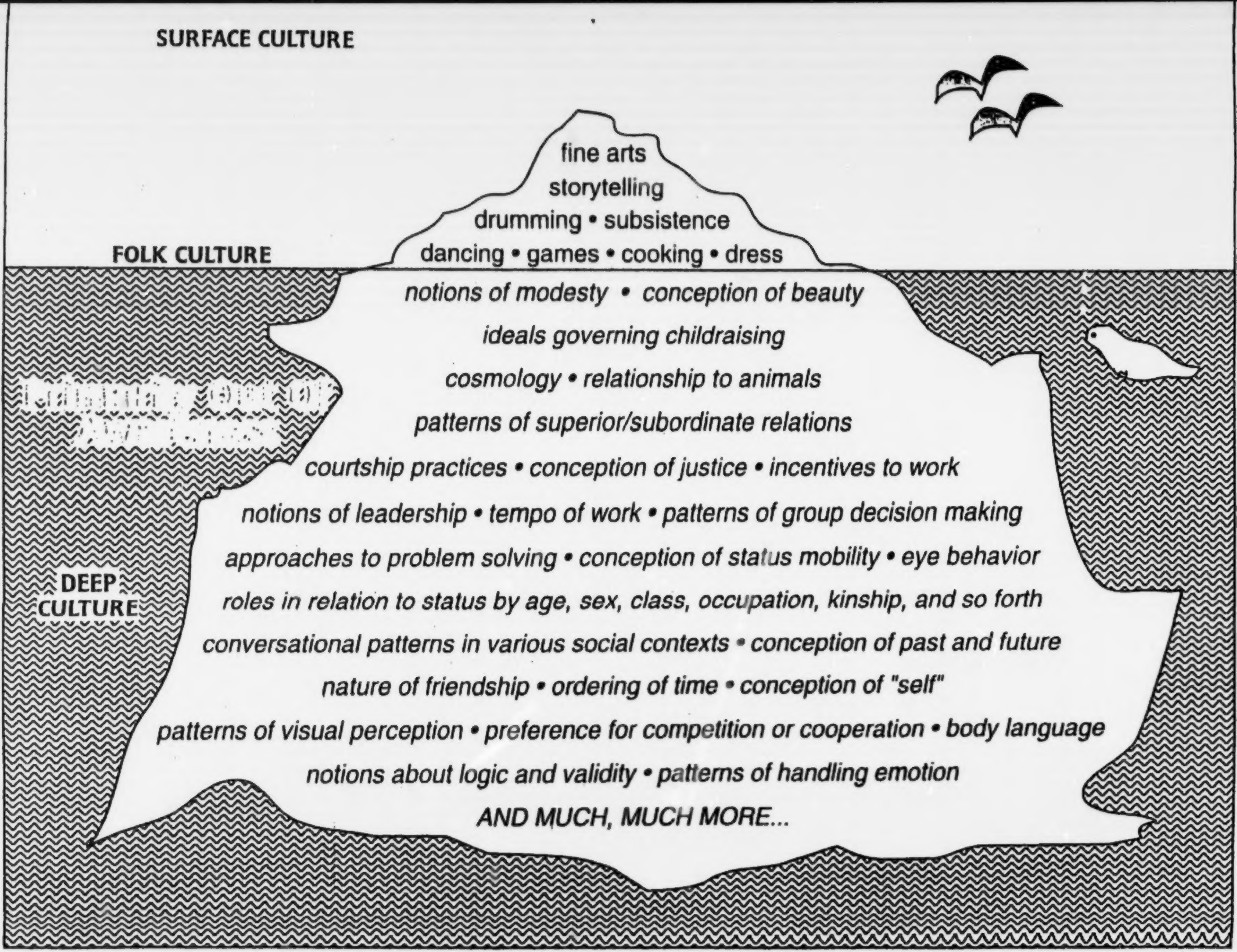
And

Language

Culture

Culture is different things to different people. For some, it's family, or religion. It's opera or Shakespeare, a few clay pots at a Roman dig. Every textbook offers a definition, but I like a simple one: culture is the shared values and behavior that knit a community together. It's the rules of the game; the unseen meaning between the lines in the notebook that assures unity. All organizations have a culture of their own.

Kilmann, 1985



SURFACE CULTURE

fine arts
storytelling
drumming • subsistence
dancing • games • cooking • dress

FOLK CULTURE

notions of modesty • conception of beauty
ideals governing childraising
cosmology • relationship to animals
patterns of superior/subordinate relations
courtship practices • conception of justice • incentives to work
notions of leadership • tempo of work • patterns of group decision making
approaches to problem solving • conception of status mobility • eye behavior
roles in relation to status by age, sex, class, occupation, kinship, and so forth
conversational patterns in various social contexts • conception of past and future
nature of friendship • ordering of time • conception of "self"
patterns of visual perception • preference for competition or cooperation • body language
notions about logic and validity • patterns of handling emotion
AND MUCH, MUCH MORE...

Primarily out of awareness

DEEP CULTURE

Building Cross-Cultural Bridges

- Each child and family has a cultural identity, which can range from identification with traditional customs and beliefs to assimilation of mainstream culture and values.
- Teacher acknowledges and affirms the unique cultural background of each child and family.
- Teacher is knowledgeable of the historical context of represented cultures of children in the class.
- Cultural artifacts, materials and resources, including family and community members are incorporated in the curriculum.
- Native language instruction is offered, when available.
- Culturally relevant learning activities are on-going and integrated throughout the school year.

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Native Student Identity

⟷

Traditional	Bicultural	Marginal	Assimilated
Generally speak and think in their native language; practice only traditional customs and beliefs	Generally accepted by dominant society; simultaneously able to know, accept, and practice both mainstream values and the traditional values and beliefs of their cultural heritage	May speak both the native language and English; may not however, fully accept the cultural heritage and practices of their tribal group nor fully identify with mainstream cultural values and behaviors	Generally accepted by the dominant society; embrace only mainstream culture and values

What are some of the things you heard the students say?

How does it relate to their native identity?

Native American Regalia

(the word outfit may be used, but not costume)

headdress
ankle bells
shawl
moccasins
arm bustle
headband
breastplate
fan
breechcloth
roach
tail bustle
knee bells
choker
hair ties
feather
belt buckle
buckskin dress
beaded hat
foot hairs

POW WOW
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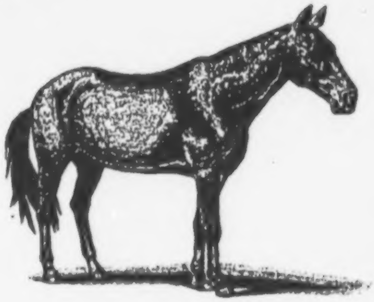
Native American Stories

October 7th – 10th, 14th – 17th 2002



Monday, October 7th
"Horses"
Today we will…

1. Fingerpaint horses at the art center
2. Paint horses with carrots at the easel
3. Color, cut, and sequence horses at the writing center
4. Ride horses bareback in dramatic play
5. Mold horses at the playdough center

CIRCLE: Read *Northwoods Cradle Song* by Douglas Wood
STORY: *The Girl Who Loved Wild Horses* by Paul Goble
SNACK: Pine needles and carrots

Tuesday, October 8th
"Buffalo"
Today we will…

1. Decorate buffalo hide with watercolors at the art center
2. Write a class buffalo legend at the writing center
3. Make buffalo pictographs on rocks at the playdough center
4. Build a buffalo with wooden blocks at the block center
5. Piece together animal puzzles at the puzzle center

STORY: *When Clay Sings* by Byrd Baylor
SNACK: Peanut butter and jelly sandwiches

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Wednesday, October 9th
"Hawk"
Today we will…

1. Look at different types of feathers with magnifying glasses at the discovery center
2. Listen to the *Enchanting Sounds of Woodland Birds* at the listening center
3. Find feathers in the bean trough
4. Paint with feathers at the art center
5. Fly like a hawk in dramatic play

CIRCLE: Discuss the parts of a feather
STORY: *The Red-Tailed Hawk* by Lola Schaefer
SNACK: Peaches and yogurt

Thursday, October 10th
Today we will…

1. Make ribbon wands at the writing center
2. Sort bells by type at the discovery center
3. Watch *Pow Wow Trail* movie at the Library
4. Dance with your ribbon wand to music at dramatic play
5. Paint a picture with ribbons at the art center

CIRCLE: Dance to *Blacklodge Singers* with ribbon wands at circle
STORY: *Dancing with the Indians* by Angela Shelf Medearis
SNACK: Peanut butter and crackers

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Monday, October 14th

Today we will…

1. Begin creating our thankfulness book at the writing center
2. List items we are thankful for at the discovery center
3. Match colors to objects in nature at the puzzle center
4. Mold a nature scene at the playdough center
5. Build a giant tree at the block center

CIRCLE: Go for a nature walk during circle

STORY: *Giving Thanks* by Chief Jake Swamp

SNACK: Salad and ranch dressing

Tuesday, October 15th

"Friends"

Today we will…

1. Continue working on our thankfulness book at the writing center
2. Make a friendship bracelet at the puzzle center
3. Draw a picture of your friend at the writing center
4. Read a book with your friends at the library
5. Play with a friend in dramatic play

CIRCLE: Participate in a round dance at circle

STORY: *Best Friends* by Loretta Krupinski

SNACK: Trail mix

Wednesday, October 16th

Today we will…

1. Finish our thankfulness book at the writing center
2. Draw pictures of our grandmothers with Kid Pix on the computer
3. Design a family tree at the art center
4. Discover different textures in the feely bag at the discovery center
5. Chart the different ways we say grandmother at the discovery center.

STORY: *Where Did You Get Your Moccasins?* by Bernalda Wheeler

SNACK: Apples and graham crackers

Thursday, October 17th

Today we will…

1. Make a thanksgiving shield at the art center
2. Match and pattern rosettes at the puzzle center
3. Flatten fry bread at the cooking center
4. Listen to *Canyon Spirit* sounds at the listening center
5. Knead dough for fry bread at the cooking center.

STORY: *The Northwoods Cradle Song* by Douglas Wood

SNACK: Fry bread and honey

Multi-cultural Early Literacy Tub

Native American Stories

Stories:

Jingle Dancer
Where are my Moccasins?
Peppermint Tea
Best Friends
I Can't Have Bannock, but the Beaver has a Dam
Giving Thanks

Activity Titles:

Many Friends, Many Cultures
Indian Fry Bread
Bannock
Thanksgiving Shields
My Grandmother
Rosette Patterns
Feathers
Peppermint Tea
Dress: Jingle dress, Ribbon shirt, Moccasins
Music: Bells, Drum

Vocabulary:

Jingle dress
Ribbon shirt
Grandmother
Fry bread
Bannock
Feather
Drum
Round-dance
Rosettes
Moccasins

Many Friends,
Many Cultures
Activity

Story: *Best Friends*

Title of Activity: Many Friends, Many Cultures

Vocabulary: Round Dance

Activities: -friendship bracelets
-friendship classroom display
-friendship round-dance

Materials: pony beads of various colors
sinew cut in 6" lengths, knotted at one end
friendship child pattern
crayons
Black Lodge Singers audio tape

Description: Friendship Bracelets: during circle, read *Best Friends*. Talk about friendship and how there are many people of many cultures who can be our friends. Have each child name 4 or 5 people who are their friends. Have each child select a bead to represent each friend, and string each bead on suede lace to make a bracelet. Tie on child's wrist. Have child tell who the beads represent on his/her bracelet during sharing time.

Friendship classroom display: discuss how to be a friend to others. Have each child color a friendship child pattern to represent themselves. Write his/her name on pattern. Display on bulletin board in classroom with the hands of the child pattern overlapping to show friendship and unity.

Friendship round-dance: discuss how friends get along and treat one another as equals. Introduce and explain the round-dance to children. (see hand-out) Choose a round dance song from the Black Lodge Singers audio tape and have children form a circle to participate in a round-dance.

Domains: fine motor, academic readiness, communication, social-emotional, large motor

Extensions: -name color of beads
-sort beads
-count beads
-using a large chart paper, record student responses to "I'm a good friend because..." Display chart paper with friendship poster
-retelling activity of *Best Friends*

Round Dance

The Round Dance is a social dance. It is an appropriate time for non-Indians to join in the dancing. In the old days people used the round dance to "gift" others. The giver would bring the person they wanted to "gift" into the dance circle and then at the end they would give them their gift.

A special song is played for the round dance with a simple beat. Dancers move sun-wise in a circle (clockwise). The circle signifies bringing all the people close together.

Indian Fry Bread

Activity

Story: *Jingle Dancer*

Title of Activity: Indian Fry Bread

Vocabulary: Fry bread

Activity: make Indian Fry Bread

Materials: large bowl for mixing dough, spoon for stirring
ingredients: flour, salt, baking powder, sugar or honey, butter, water
deep fat fryer filled with vegetable oil

Description: Discuss fry bread as a traditional food eaten and prepared by various Native American tribes. Refer to *Jingle Dancer* and find the page where Jenna ate "fried bread" in the story. Display the ingredients for fry bread and have the students try to identify the name of each ingredient. Make the bread dough. (see recipe card) Give each child a piece of the dough and have them mold or roll the dough. Cook the bread dough in hot oil. Allow the fry bread to cool. Let each child choose butter, honey or jelly and eat the fry bread. Enjoy! Students will draw the process of making fry bread.

Domains: fine-motor, communication, self-help

Extensions: -measure the size of the fry breads in terms of small, medium, large
-make a picture graph using the ingredients needed for fry bread dough
-group fry breads into categories such as flat, round, oblong, skinny, fat
-retelling activity: review and/or draw steps to make fry bread

Thanksgiving Shields

Activity

Story: *Giving Thanks*

Activity: Giving Thanks

Activity: Make a personal thanksgiving shield

Materials: small paper plates
assorted colors of construction paper
scissors
glue
markers

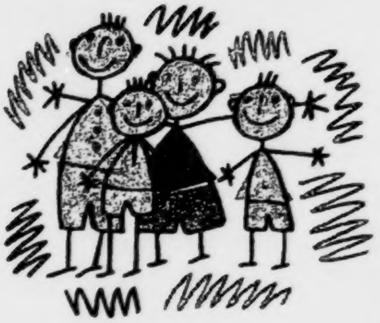
Description: Make a personal thanksgiving shield: Introduce and read *Giving Thanks*. When finished, go back and review all the things in nature to be thankful for. Teacher will draw a picture on a chart paper as students list items. Have the students brainstorm what color represents the nature component. (green for grass, yellow for sun, brown for soil, blue for sky.) Students will tell what they personally give thanks for in nature and choose the color to represent it. Students will cut out the colored shape and glue it on a paper plate. The teacher will scribe on the shield for the student. During sharing the student will tell the meaning of the thanksgiving shield. Attach a string on the paper plate and hang from ceiling.

Domains: -fine motor, communication, social-emotional, academic readiness

Extensions:-graph the colors that the students chose for their thanksgiving shields
-create a thanksgiving song representing things in nature
-name all the things that are green in nature, blue in nature, white in nature, etc.
-retelling activity of *Giving Thanks*
-My Thankfulness Book activity (see handout)

The Montana Early Literacy Project / UM
Native American Stories Tub

My Thankfulness Book



Materials

- One piece of the following colors of paper for each child: green, brown, royal blue, purple, yellow, sky blue, white or tan
- Two pieces of white or tan paper for each child
- Markers, crayons
- Pencils
- Scissors
- Book finishing material (lamination supplies or clear adhesive plastic)
- Bookbinding materials

Description

This is a bookmaking activity that allows children to practice the skills of color identification, cutting, layering, writing, drawing, and sequencing. Each child makes an individual Thankfulness Book that includes a cover page followed by seven different-colored pages in the following order: green, brown, royal blue, purple, yellow, sky blue, and white or tan. Use the blackline masters, following, to create the book: You can enlarge the masters to any desired size or simply draw your own, using these as a guide. Photocopy each master onto the corresponding color of paper (e.g., green paper for the grass, etc.) for each one, and have children cut along the lines to make the designated shape, as follows:

- Green: children cut out the strip and snip lines to make short, green grass

Language Use

- Temporal concepts
- Color concepts

Rhyming

Blending

Segmenting

Print Awareness

- L-R sequencing
- 1:1 word correspondence

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- Brown: children cut along the curved line to make rolling, brown hills
- Royal blue: children cut scallops to make a wavy, blue river
- Purple: children cut out the points to make steep, purple mountains
- Yellow: children cut along the wavy line to make warm, yellow sun
- Sky blue: children cut along the straight line to make a bright, blue sky
- White or tan: children draw a picture of their loving family

Ask children to identify the color of each page as they cut along the lines. Next, have them make the cover page of the book; this page may be any color (white or tan work especially well). It should look like a picture frame with the center cut out, leaving a 1" border on all four sides. Have the children layer the pages in the correct sequence (smallest to largest). Have each child write his or her name on the cover page and trace or copy the book title. Laminate the cover and bind the book.

Activity Alternatives

Use other colors of paper to depict more things in nature: colorful rainbows, gray clouds, twinkling stars, a black night sky, etc.

Linking Families

Have children share their Thankfulness Books with their families.

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Target Outcomes

Ages 3-4:

1. Use left to right sequencing when following words
2. Sequence pages as first, second, third, etc., with assistance
3. Identify colors receptively and expressively

Ages 5-6:

1. Use 1:1 word correspondence while reading words
2. Sequence pages as first, second, third, fourth, etc.
3. Identify colors expressively

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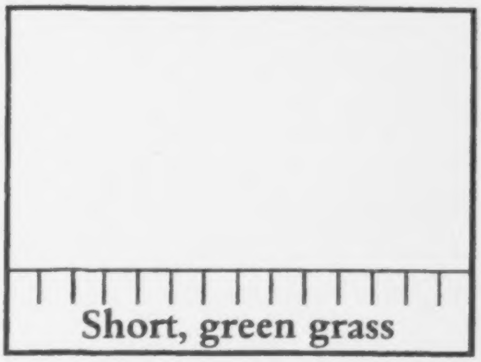
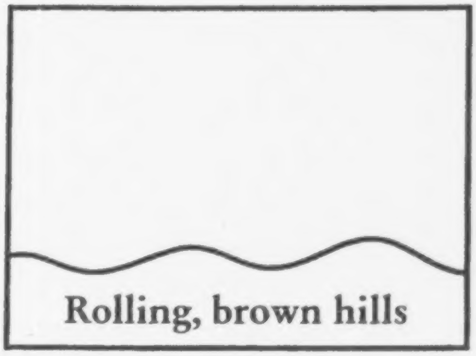
My Thankfulness Book

(Clear Window)

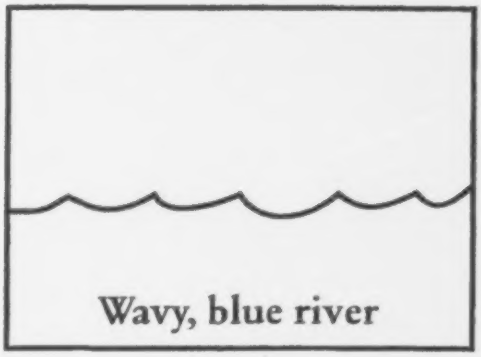
I am thankful for ...



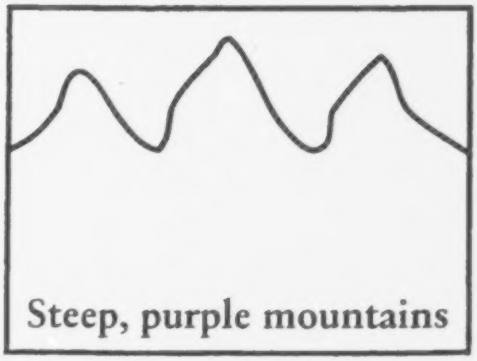
Short, green grass



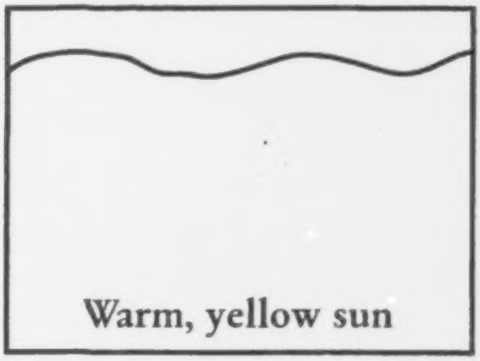
Rolling, brown hills



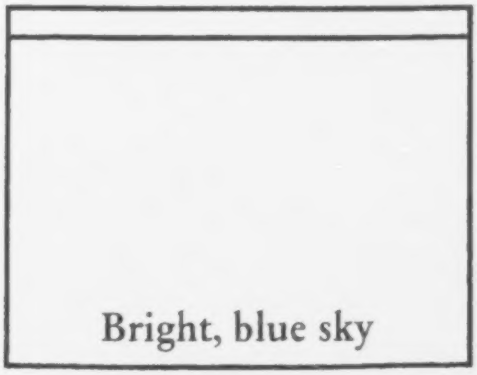
Wavy, blue river



Steep, purple mountains



Warm, yellow sun



Bright, blue sky

My loving family

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Building Early Literacy & Language Skills Sopris West 2001

My Grandmother

Activity

Stories: *Where are my Moccasins?*
Jingle Dancer

Title of Activity: My Grandmother

Vocabulary: Grandmother

Activities: -list different ways to say Grandmother across many cultures.
-draw a picture of themselves with their grandmother.
-dictate stories about their grandmothers.

Materials: poster board
drawing paper
crayons, markers, colored pencils

Description: Different ways to say Grandmother: Introduce and read *Where are my Moccasins?* Talk about the grandmother's part in the story. Refer to page 3 and ask the students what grandmother's title was in the book: kookum. Have students brainstorm the various ways they refer to their grandmother. Teacher will record the list of names. For example: grama, nanna, granny, grammy, gram, yaya. Have students bring a photo of their grandmother and design a classroom poster.

Draw a picture of you and your grandmother: discuss the idea that grandmothers are present in all cultures. Use a simple family tree that portrays the student, the student's parents, and the student's grandparents to illustrate the position of grandmother in the family. Have student draw a picture of themselves with their grandmother.

Dictate stories about their grandmothers: refer to the books *Where are my Moccasins?* and *Jingle Dancer* and discuss the activities that Kookum and Grandma Wolfe did in the story. Have students talk about the activities they do with their grandmother and/or the contributions their grandmothers make to their family. Transcribe a simple story about their grandmothers and make into a small book. Have students share their book with the class at sharing time.

Domains: fine-motor, social-emotional, communication

Extensions: -graph the different ways the students label their grandmother
-invite grandmothers into the classroom to tell a story about themselves
-have parents fill out a family tree for their child and share with class
-retelling activity of *Where are my Moccasins?*
-read the poem *"Grandma's Dress"* and discuss how personal possessions can help us remember and keep the person's memory alive, if possible have student bring a keepsake from a family member to school

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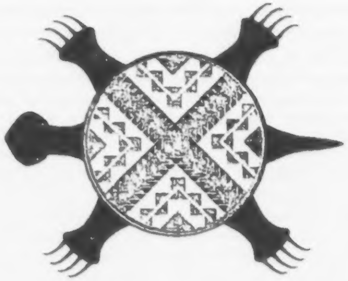


Grandma's Dress

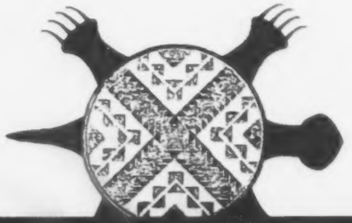
Grandma's dress on exhibit,
it housed a nation.

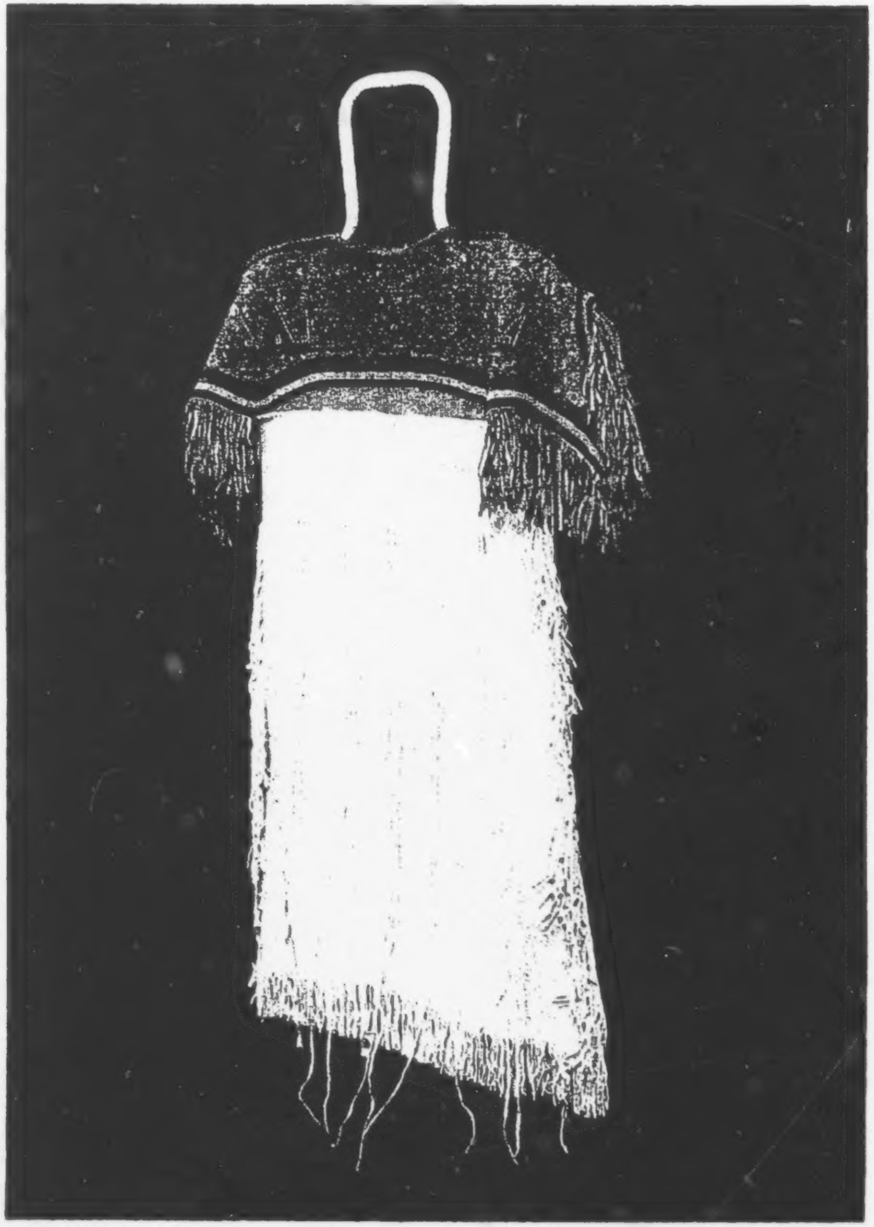
The bodice enjoins earth and dawning sky,
reminiscent of her vibrant spirit.

Fringes pulling at her sleeves,
a virtuous nation at attention.

A headless form is what most see.
She's here.

Graging all
with a wondrous smile of compassion.
She beckons all
to learn, to understand the magnificence of her Nation.





Rosette Patterns

Activity

Reference Books: ***Pow-wow Country***
People of the Circle

Title of Activity: Rosette Patterns

Vocabulary: Rosettes

Activities: -discriminate, match, and sort rosette patterns
-design shape and color patterns for making a necklace
-discover patterns found in Native American regalia

Materials: 16 rosettes, 4 sets of 4 unique patterns
posterboard shapes, pre-cut in several different colors
yarn for necklaces
audio tape of pow-wow music

Description: Discriminate, match, and sort rosette patterns: Using rosettes, students will match patterns that are identical. Students will sort by color or pattern. This could be a memory game with the pieces turned face down.

Color a beaded pattern: Student will color graph-patterned squares following a key . Four numbers represent four colors. Student or teacher will select the four colors. Teacher will explain that each square represents a bead in a beaded pattern. Use the picture of the beaded moccasins to look for beaded designs.

Discover patterns in Native American regalia: introduce and browse through the books *Pow-wow Country* and *People of the Circle*. Use the pages with bright close-up photos of regalia, and prompt students to observe closely and distinguish patterns of color and shape. It is important that the teacher models appropriate regalia vocabulary when listening for the students' responses. (see regalia words handout)

Domains: fine-motor, academic readiness, communication

Extensions: -design patterned necklaces with construction paper, using different shapes and colors
-name the colors and shapes of the necklace
-count the number of shapes in necklace
-play a trading game using rosettes (student will ask another student for a particular rosette to form a pair)
-make a series of sequences using rosettes, such as AbAb, AAbAAb
-experiment with patterns, using wooden or plastic blocks
-design a pattern using assorted beads and strin

Feathers

Activity

Stories: *The Red Tailed Hawk, Giving Thanks*

Reference Books: *Pow-wow Country*
People of the Circle

Title of Activity: Feathers

Vocabulary: Feathers

Activities: -match feathers with the kinds of birds they come from
-look for feathers in Native American regalia
-listen to sounds/songs of birds

Materials: 5 different kinds of bird feathers, in sets of 4
Woodland Bird audio tape
Black Lodge Singers audio tape

Description: Match feathers with the kinds of birds they come from: refer to *Giving Thanks* as a springboard for getting students to know about respect for birds and animals. Read the book *The Red-Tailed Hawk* and talk about the main idea. Show a red-tailed hawk feather. Discuss the parts of a feather. (see handout on feathers) Using colored photos of 5 different birds, give the name for each of the birds along with some related information. (see back of photo for information) Show another bird's feather and have students guess which bird it came from. Demonstrate an example for each kind of feather. Distribute a feather to each child and have them match their feather to the bird. Be sure to discuss the proper way to handle feathers so the students will not mishandle or destroy them.

Look for feathers in Native American regalia: Browse through pages of *Pow-wow Country* and have students identify feathers in the various parts of the outfit. Use the colored pictures proved in the manual to identify feathers. It is important that the teacher models appropriate regalia vocabulary when listening for the students' responses.

Listen for sounds/songs of birds: Using the Woodland Birds tape, play several different bird songs and have students listen carefully and describe the sounds.

Domains: fine-motor, academic readiness, communication

Extensions: -retelling activity of the *Red-Tailed Hawk*
-imitate the bird songs
-go on a nature walk-listen for birds
-Eagle Feather etiquette (see hand-out)
-integrate the Pow-wow activity and coloring books
-watch the Dancing Boy video tape and look for feathers on various parts of an outfit

Eagle Feather Etiquette

To most Native Americans the eagle feather is sacred. So when an eagle feather falls from a dancer's outfit, the Pow-wow must stop and a special ceremony must be performed. The ceremony is performed by four traditional dancers, veterans (warriors who have earned the privilege) who dance around the dropped feather from the four directions and attack the feather usually four times. When the feather is retrieved, a prayer is said. If the person who dropped it wishes it returned, it's customary to "gift" the dancers, and the drum group who performed the song. Sometimes the feathers aren't claimed; in that case, the person who picked it up might give it to someone he thinks deserves the feather.

Different tribes have different customs. In some traditions, the eagle feather is looked upon as a protector and its accidental dropping is similar to the American flag touching the ground. In some traditions, a fallen eagle feather is treated like an enemy against the person who dropped it. A special ceremony is then performed to address this.

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Dress:
Jingle Dress, Ribbon Shirt, Moccasins

Activity

Story: *Jingle Dancer*
Dancing with the Indians

Title of Activity: Dress: Jingle Dress, Ribbon Shirt, Moccasins

Vocabulary: Jingle Dress, ribbon shirt, moccasins

Activities: -make ribbon bracelets/anklets to create a pattern of colors
-compare everyday clothing to regalia clothing (shoes, dresses, shirts)
-explore different textures and smells of deer hide with assorted materials

Materials: ribbons lengths, assorted colors
Jingle dress, moccasins, ribbon shirt
pieces of deer hide
assorted materials pieces (wool, cotton, sand paper, satin, fleece, cordoroy, deer hide)
Black Lodge Singers audio tape

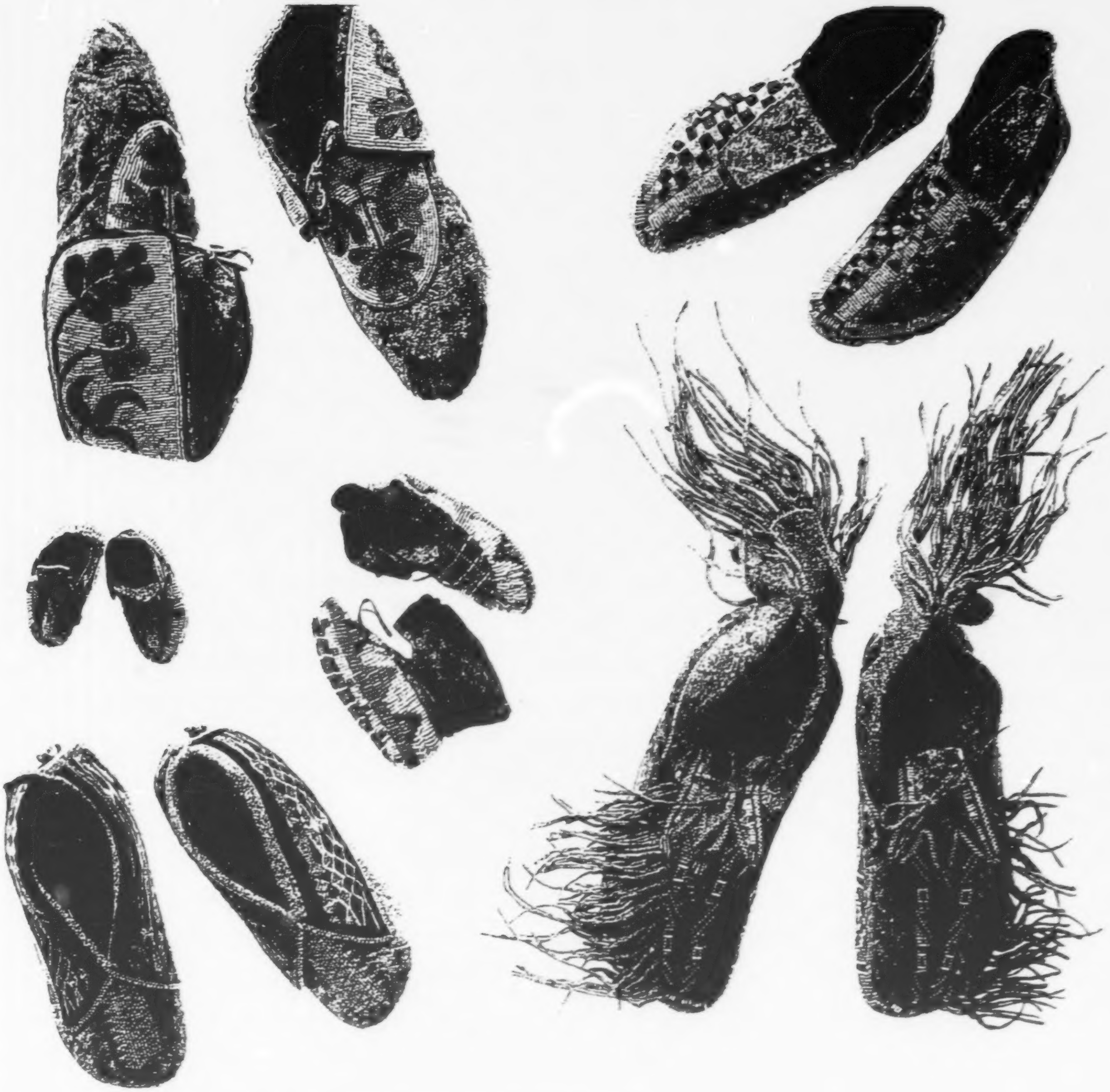
Description: Ribbon Anklet/Bracelet: Read the book *Dancing with the Indians*. Teacher will cut ribbon into 5-6 inch lengths. Give each student four strips of ribbon. They will make a ribbon wand using a straw and staple. Teacher will assist students with stapling. Listen to the Black Lodge Singers and dance and move to the music.

Clothing Comparison: Begin discussion by naming everyday clothing that the children are wearing. Show jingle dress and have students generate vocabulary to describe it. Introduce the term "jingle cone" and count how many rows of cones and how many cones in total if possible. Talk about the ways it is different from everyday dresses. Show ribbon shirt to the students and have students generate vocabulary to describe it. Count how many ribbons are sewn on it. Talk about the ways it is different from everyday shirts. Show moccasins to the students and have them generate vocabulary to describe them. Be sure to notice the beadwork pattern on the moccasins. Talk about the ways moccasins are different than everyday shoes.

Texture Exploration: Place assorted texture squares in a "feely" bag. Have individual students take a square out of the bag and describe it and name the material. When they are finished with all the texture squares, turn discussion to deer hide squares. Have the students describe what it smells like and feels like. Make sure to refer back to *"Where are my Moccasins?"* Let children handle, feel ,and smell the moccasins.

Domains: fine and large motor, academic readiness, communication, social-emotional, sensory

Extensions: -match jingle cones with numbers
-using large graph paper, follow a key , color a pattern to represent beading pattern
-read *Snow Bear* and compare Bessie's parka and boots with jingle dress and moccasins (materials, colors, etc.)
-integrate the Pow-wow activity and coloring books



Moccasins with ribbon appliqué work were popular with southern Great Lakes tribes, whereas narrow beaded bands were characteristic of footwear made by people of the northern Plains. The distinctive fringed pair is Kiowa.

From the collection of the Colter Bay Indian Arts Museum

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Music:
Bells, Drums

Activity

Audio Cassette: Black Lodge Singers

Title of Activity: Music: Bells, Drum

Vocabulary: Drum

Activities: -listen to tape of drumming and begin to identify the beat of the drum
-Introduce the hand drum
-identify parts of the drum
-using hand drum children keep time with the beat of the drum, either by clapping hands or tapping feet or moving body
-identify bells by sound
-watch the Dancing Boy video and observe how dancers dance to the beat of the drum

Materials: Black Lodge Singers audio tape
hand drum with drumsticks
assorted bells
Dancing Boy video

Description: Introduction of hand drum: First listen to the Black Lodge Singers tape. Have children use their hand to keep in beat with the drumming (a silent up and down motion). Use the drum hand-out to help introduce the drum. Point out and discuss the parts of a drum and the materials from which it is made. Teacher will create a simple rhythm pattern and students will clap hands or tap feet to the beat.

Bell Identification: Have children cover their eyes and ring the small sleigh bell. Ask them to identify the sound. Repeat this process with the larger sleigh bell and then the sheep bell. Hand out the bells to the students and let them experiment with the sound of each. Look through the pow-wow reference books and find bells on the outfits (usually ankle and knee bells). Watch the pow-wow tape and listen for the sound of bells on the dance outfit.

Domains: sensory, academic readiness, large motor, socio-emotional

Extensions: -make drums
-make ankle/knee bell straps
-watch Dancing Boy video tape and listen to the drum and watch the dancers' steps

The Drum

Drums come from a variety of sources. Some are handed down in a family, others are donated to a drum group. Older drums are made of deer, elk, horse, or buffalo hides, but contemporary bass drums can be purchased, renovated, and even blessed, just as the older drums are.

In some traditions the drum symbolizes the heartbeat; in others, the powerful thunder. Regardless of the tradition, the drum must always be treated with respect as a sacred thing. Nothing is ever set down on a drum, nor does anyone reach across it.

The beat of the drum is like a heartbeat, starting slowly and then beating more quickly as the singers get further into the song. The drumsticks connect the singers to the drum as they sing.

Drumming is judged in a contest by the rhythm of the song. There are many different kinds of rhythms and drumbeats played, and each type of contest song requires a different one. The drumbeats must be in perfect time, and each plays must be in perfect unison.

The basic drumbeats include:
1. the roll--a very fast drum beat or drum roll
2. the parade beat--a slow steady processional beat
3. the Omaha beat--the most frequently used dance beat (**121212**- the boldface number indicates the more forceful beat)
4. the social dance beat--which is strongly accented (121212) and ranges from medium to fast

The term "drum" can also refer to the drum group itself.

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The Montana Early Literacy Project, U of M, All 7 Tubs

Awesome Athletics

Materials

- Multipurpose room (such as a gym) set up with a variety of gymnastics mats, low balance beams, gym wedges, large hoops, jump ropes, cones, bean bags, scooters, etc.
- A recording of the National Anthem and the means to play it (e.g., a tape player)
- American flag and a flag holder
- One of the following for each child:
  - Athlete Certificates (see blackline master, following)
  - Athlete medals: Make these with ribbon, puffy paint, and frozen juice can lids. Use a hammer and a large nail to punch a hole at the top of the juice can lid. Thread a ribbon through it and secure the ribbon by knotting it at the end. From left to right the top athlete ring colors are ***blue***, ***black***, ***red***. The rings below are ***yellow***, ***green***. Add the year with puffy paint.
- Bookmaking materials (paper, watercolor paints, brushes, pencils)
- Book finishing materials (lamination supplies or clear adhesive plastic)
- Bookbinding materials (e.g., stapling, comb binding)

Description

This activity focuses on spatial concepts and gross motor skills. Prepare certificates and medals in advance. On the day of the Awesome Athletics, set up events in a multipurpose room. Events may include:

Language Use

- Spatial concepts

Rhyming

Blending

Segmenting

Print Awareness

- Print development Narratives
- L–R sequencing
- 1:1 word correspondence

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Special thanks to Ruth Hughes.

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(1) scoot **around** cones, (2) roll **down** a gym wedge, (3) toss bean bags **through** a hoop, (4) jump **over** a rope, (5) hop **between** cones, and (6) walk **forward** and **backward** on a balance beam. (See sample list of events following.) While giving directions, emphasize the spatial concepts involved in the activities (the boldface words in the preceding description). After all events have been completed, line up the children, hand out the medals and certificates, and listen to the National Anthem. Upon returning to the classroom, have the children paint a picture and write (or narrate) what they experienced at the Awesome Athletics. As a class, make a book of the athletes' experiences.

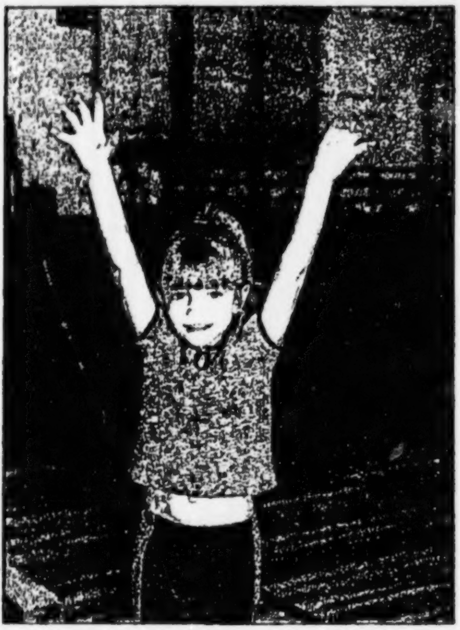
Photo by L.A. Noble.

Activity Alternatives

Think of ways to adapt events to include children with mobility challenges.

Linking Families

1. Invite parents to assist with or be spectators at the Awesome Athletics.
2. Have children share the Awesome Athletics book with their families.

Target Outcomes

Ages 3-4:
1. Follow spatial concept directions
2. Relate narratives using two to three events
3. Write using mock or random letters
4. Use left to right sequencing when following words in a book

Ages 5-6:
1. Follow spatial concept directions, describe action
2. Relate narrative using four to five events
3. Write using random letter strings; semiphonetic or phonetic spellings
4. Use 1:1 word correspondence while reading words

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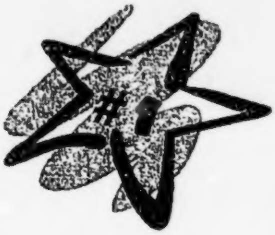
Awesome Athletics Events



Children scoot **around** the cones on scooters. When one scooter board gets to a designated point, another scooter begins.

- Four to five scooters
- Four orange cones placed around the room

NOTE: An orange cone placed at the starting point of each event helps children organize and know where to begin.

……

Children roll ("log roll" style) **down** a gym wedge, their bodies parallel to the floor.

- One orange cone
- Large wedge-shaped gym mat

……

Children toss bean bags **through** hoops.

- One orange cone
- Five hoops
- Twelve small bean bags

……

Children bounce (on a rubber ball with a handle) or hop **between** the cones.

- Four orange cones
- Two to three bouncing devices that children can sit on, hold the handle, and hop

……

Children walk **forward**, then **backward** on the low balance beam. Children hop off, then "present" with arms up, using the standard gymnast's finish.

- One orange cone
- One low balance beam

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Awesome Athletics

Awarded to

____

(Athlete)

____

(Official)

____

Date

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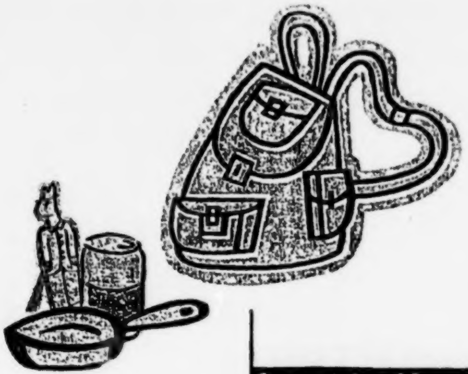
The Montana Early Literacy Project, U of M, All 7 Tubs

Kidpacks: Rhyming



Materials

- A backpack to hold rhyming items
- Books such as *The Cat in the Hat*; *One Fish, Two Fish, Red Fish, Blue Fish*; and *There's a Wocket in My Pocket* by Dr. Seuss
- Large resealable food storage bag to hold small items whose names rhyme (see following list)
- Labels to put on materials bearing your school and classroom name
- Permission slip signed by each child's parent (for safety reasons; see blackline master, following)

Description

Kidpacks are backpacks filled with special books, games, and/or puzzles relating to a specific skill, such as rhyming. They are a fun, easy way for families to enjoy school-related activities at home with their children. Kidpacks help facilitate the development of a particular concept and/or reinforce it. Kidpacks may be checked out for one week at a time.

Suggested list of small items or toys:

- Man, pan, can
- Glue, shoe (a small doll shoe), kangaroo
- Block, sock, rock
- Bear, chair, hair
- Dish, fish
- Fork, cork
- Car, star
- Tire, wire

Language Use

- Sentence patterns

Rhyming

- Verse
- Identification

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence

Building Early Literacy + Language Skills, Sopris West, 2001

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Photo by L.A. Noble.

Gather the items, label them with your school/classroom name, and put them into a large storage bag. Children can take the pack home and name the items aloud. Multiple names should be explored for some items. For example, a child may say "plate" and the family member should prompt, "what is another name for plate?" "Yes, dish!" Then the child groups together the items whose names rhyme.

Activity Alternatives

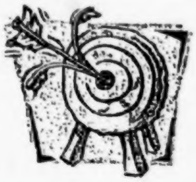
The Kidpacks may be used in the classroom.

Linking Families

Have children check out the Kidpacks to share with their families for one week at a time (see Classroom Book Checkout blackline master in the Choice Book activity in Chapter 4).

Caution: Kidpacks are for use with children age three and older. Because they contain small pieces, they may not be safe for younger children. Please send home the permission slip (see blackline master, following) before sending Kidpacks home with children.

Target Outcomes



Ages 3-4:

1. Repeat rhyming verse in books
2. Identify objects that rhyme, with assistance
3. Use left to right sequencing when following words in a book

Ages 5-6:

1. Repeat rhyming verse in books
2. Identify objects that rhyme
3. Use 1:1 correspondence while reading words

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Kidpacks Permission Slip

Dear Families,

Our class would like to introduce you to Kidpacks. Kidpacks are backpacks filled with special books, games, and/or puzzles relating to a specific skill—such as rhyming. They are a fun, easy way for families to enjoy school-related activities at home with their children. Kidpacks may be checked out of the classroom for one week at a time and brought home for you and your child to explore or reinforce concepts together.

Caution: Because Kidpacks were created for children who are three and older, they may contain small parts and could be hazardous for younger children. The use of Kidpacks by children of any age should be supervised at all times by an adult. If you wish to have Kidpacks sent home, please sign the consent form below and return it to school. Students are not required to use Kidpacks at home; this is just another way to make learning a fun family activity! Thanks!

Sincerely,

To Whom It May Concern:

I understand that Kidpacks are designed for children ages three and older. I understand that Kidpacks may not be safe for younger children and may pose a potential choking hazard. I will at all times supervise Kidpacks' use by children of any age. I give my child, ______________________________,
(child's name)
permission to borrow Kidpacks from ______________________________.
(school name)

Parent Signature: ______________________________ Date: ______________

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The Montana Early Literacy Project, The University of Montana

All 7 Tubs

Dissected Directions

Dis-sec-ted
Di-rec-tions

Materials

- None needed

Description

Give the directions in a segmented manner when transitioning between activities during the school day. Have the children blend what was said and follow the directions. Begin this activity by segmenting the directions into words and syllables; when the children have mastered syllables, segment words into sounds. For example, when it is time to go outside to recess, say, "Stand – up – and – get – your – ja – ckets – and – go – out – side – for – re – cess." Or " S – t – a – n – d u – p a – n – d l – i – ne u – p a – t th – e d – o – or."

Activity Alternatives

1. Use the Who's Here? Bouncing Speech activity in this chapter to give directions by saying the beginning sound of each word several times.
2. Use the Who's Here? Magic Hat activity in this chapter to give directions by beginning each word with the same sound.

Linking Families

Have the children describe their day to their families by segmenting the words in their descriptions.

Language Use

Rhyming

Blending

- Syllables to words
- Sounds to words

Segmenting

- Words to syllables
- Words to sounds

Print Awareness

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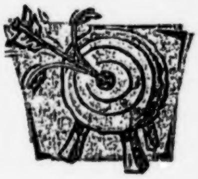
Target Outcomes



Ages 3-4:

1. Blend words from syllables
2. Blend words from sounds separated by short pauses

Ages 5-6:

1. Blend words from syllables separated by one-second pauses
2. Blend words from sounds separated by one-second pauses

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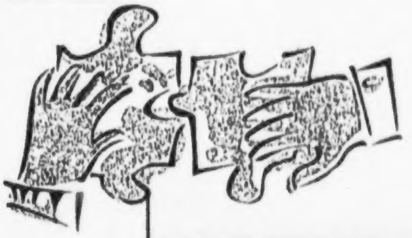
[illegible] Early Literacy Project, U of M
All Seven Tubs

Picture Puzzles



Materials

Pictures of vocabulary word items (use pictures that can be cut into pieces)

Description

Use disposable pictures collected from magazines, older vocabulary picture sets, or photocopies. Choose words with two to five syllables, and a few one-syllable words. Cut each picture into the number of pieces that corresponds with the number of syllables in the word. Let the children take turns putting their picture puzzles together and saying the words in syllables. One-syllable words should be used occasionally, although children sometimes focus on the sounds in one-syllable words and not the "syllableness;" they may need additional reminders to think about the syllables. Have the children blend the words together after they have been segmented.

Common pictures that are good for segmenting syllables:

ba–by
ham–mer
doc–tor
te–le–phone
e–le–phant
Sa–man–tha
te–le–vi–sion
Jan–u–a–ry
wa–ter–me–lon

NOTE The way syllables are pronounced may sometimes differ from the actual orthographic form for syllable division. Although this book shows correct orthographic form for syllable divisions, be flexible when doing syllabication activities with children (e.g., most people say "ha–mmer" rather than "ham–mer").

When children are very successful at segmenting syllables, they are ready to segment words into sounds. Collect pictures as in the syllables activity and cut each one into the number of pieces that corresponds with the number of sounds in the word. Choose words with two to

Language Use
- Vocabulary

Rhyming

Blending
- Syllables to words
- Sounds to words

Segmenting
- Words to syllables
- Words to sounds

Print Awareness

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Photo by L.H. Paulson.

four sounds. Let children take turns putting their picture puzzles together and saying the sounds of the words. Shorter words with continuant sounds (long sounds) and voiceless sounds are the easiest words to segment; words with consonant blends or clusters (i.e., br, st, gl, etc.) are more difficult. When children are successful at segmenting words with two and three sounds, have them segment words with four sounds. Have the children blend the words together after they have been segmented.

Common pictures that are good for segmenting sounds:

sh–oe
i–ce
t–wo
f–i–sh
s–u–n
r–a–ke
f–o–/k/–/s/ (fox)
s–n–a–ke
d–r–u–m

Activity Alternatives

1. Use groups of vocabulary words that relate to thematic units.
2. Use pictures of children or use their written names for the puzzles.

Linking Families

Have children make picture puzzles to take home and share with their families.

Target Outcomes

Ages 3-4:

1. Segment words into syllables
2. Blend words from syllables
3. Blend words from sounds

Ages 5-6:

1. Segment words into syllables
2. Segment words into sounds
3. Blend words from sounds

Building Early Literacy + Language Skills, Sopris West, 2001

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The Montana Early Literacy Project, U of M, All 7 Tubs

Picture Story/ Word Story

Materials

- Paper or a draft book for each child
- Pencils
- Crayons, color pencils

Description

The Picture Story/Word Story activity is an excellent strategy to help children develop their writing skills. In a whole group activity, demonstrate drawing a horizontal line in the middle of a large piece of paper, creating two halves. Explain that the top half of the page is for the picture story and the bottom half is for the word story of a writing plan. Then draw a picture that is related to a recent activity or event such as reading a book, going on a field trip, coming in from recess, etc., on the top half of the paper. Write a sentence on the bottom half of the paper that describes the picture. Demonstrate all the levels of print development on the same example by writing the same sentence in conventional, phonetic, semiphonetic, and precommuncative styles, and describe the thought process used when thinking about how to spell and write words. (See Appendix G for a description of a writing approach.) This empowers all children to feel comfortable writing at whatever level they have attained.

Have the children make their own Picture Story/Word Story, using looseleaf paper or their own draft books (see samples, following). When their stories are completed, have them read their sentences to an adult. If the words are not recognizable in print, write the child's story on the back of the page.

Language Use
- Sentence structure

Rhyming

Blending

Segmenting

Print Awareness
- Print development

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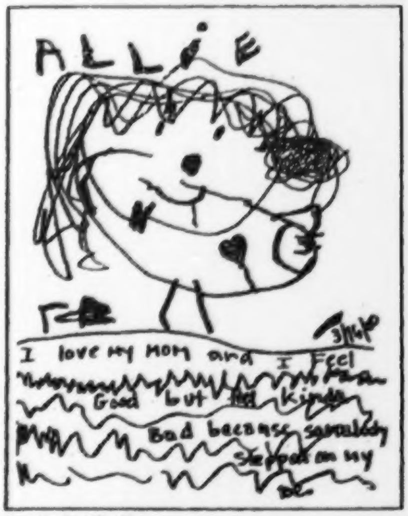
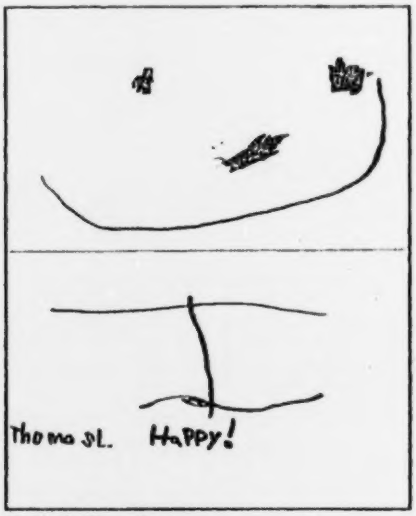
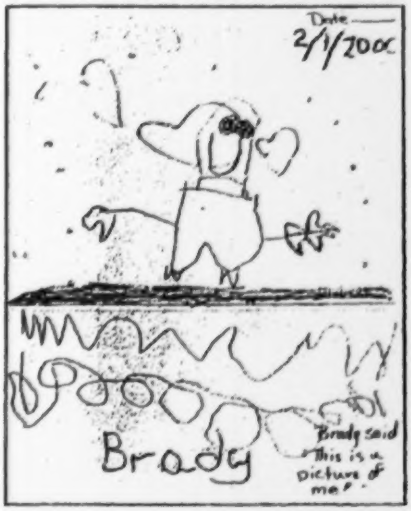

ALLIE
I love my mom and I Feel Good but kinda Bad because somebody Stepped on my toe

Drawing by Allie Otten.

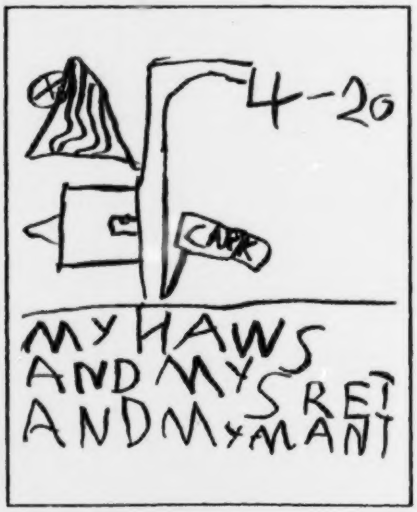

Thoma sL. Happy!

Drawing by Thomas Langston.

Drawing by Brady Henthorn.


Date
2/1/2000
Brady
Brady said "This is a picture of me!"

Drawing by Jake Brodsky.


4-20
CAPR
MY HAWS AND MY SRET AND MY MANT

Activity Alternatives

For recording science explorations, have the children draw what is observed and write their observations below the drawings.

Linking Families

Have the children share their Picture Story/Word Story pages with their families.

Target Outcomes

Ages 3-4:

1. Write using mock or random letter strings
2. Use three- to six-word sentences

Ages 5-6:

1. Write using random letter strings; semiphonetic or phonetic spellings
2. Use four- to ten-word sentences

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Child's Name

Dad

Mom

Grandma

Grandma

Grandpa

Grandpa

Family Tree

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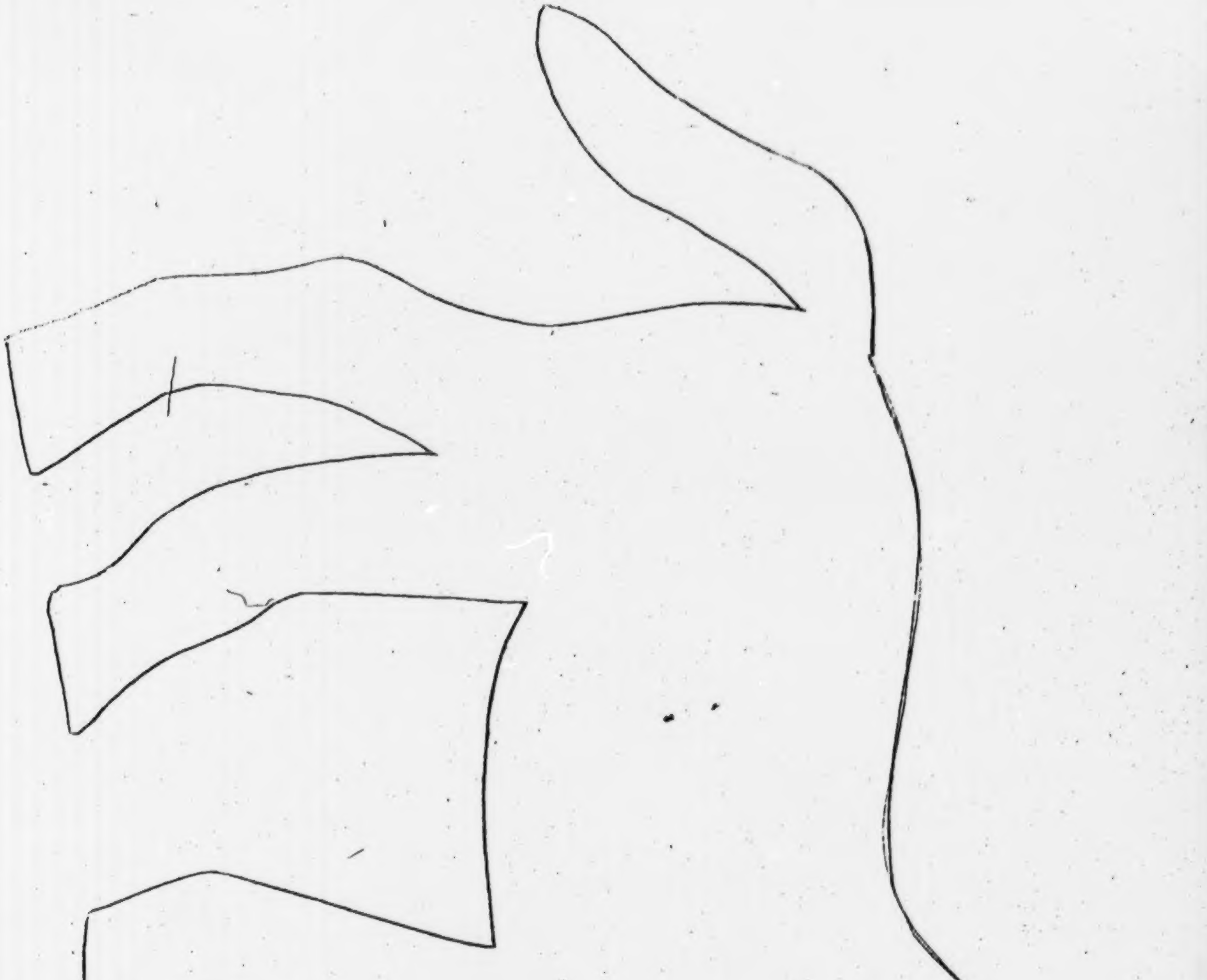

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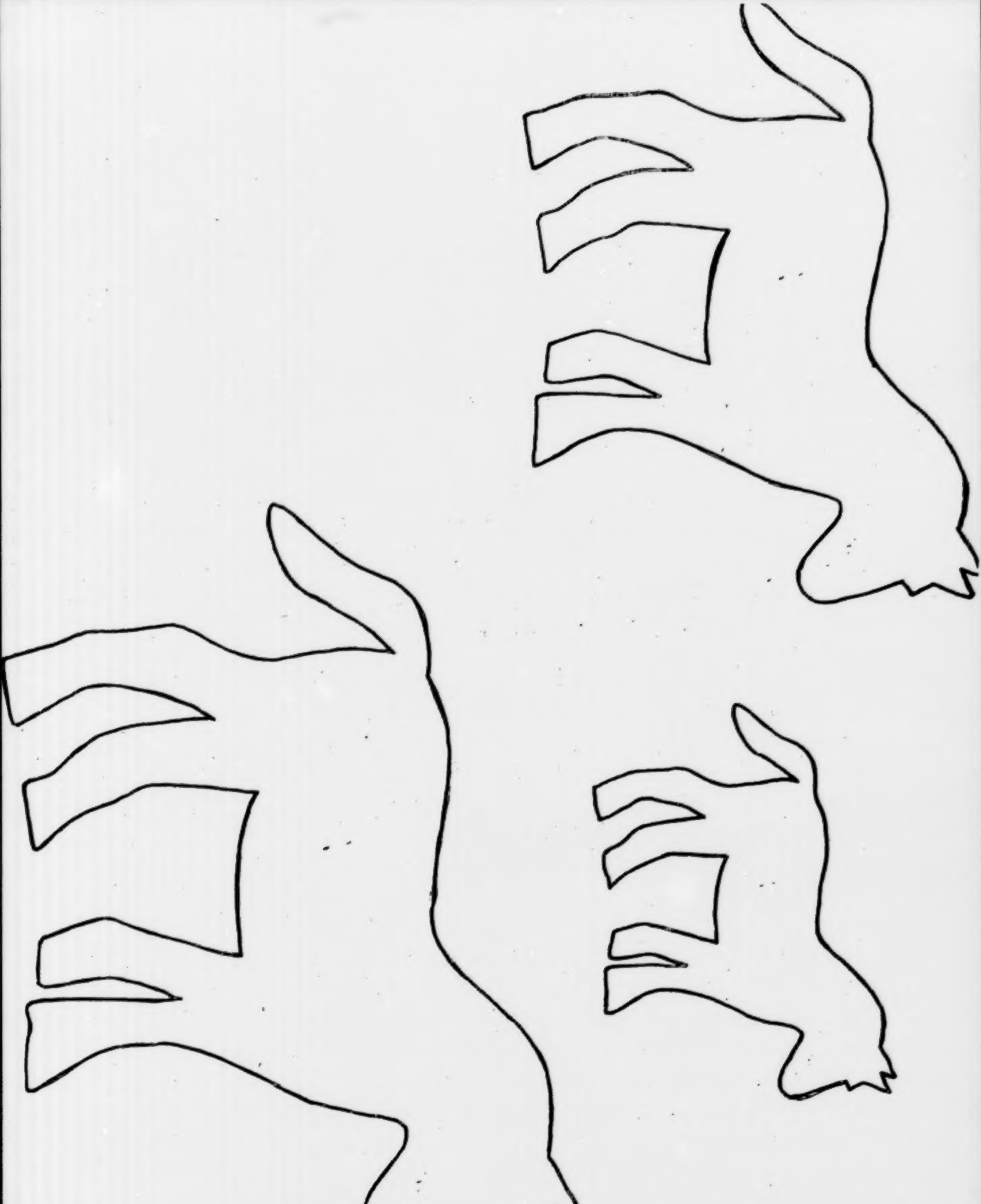

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Literacy Tub Recipes

Indian Fry Bread Recipe

4 c. flour
1 ½ tsp. salt
1 Tbsp. baking powder
1 Tbsp. sugar or honey
1 c. water

Make a sticky dough, adding more water if needed. Let rest for 30 minutes. Drop dough in hot grease. Turn to brown both sides.

Top with honey butter: 1/4 cup butter or margarine mixed with 2 tbsp. honey

Literacy Acquisition Perception Profile (LAPP)

--Developed by Rebecca McMahon, 1996

Introduction:

The purpose of this instrument is to determine teachers' perceptions of children's literacy acquisition. There are no right or wrong reactions to the statements.

Directions:

Please read each item carefully. Identify the response (from Strongly Disagree to Strongly Agree) that best represents your feelings about children's literacy acquisition. Circle the number that corresponds with your response.

Legend:

1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree

1. In order to learn to read, a child needs to know the letters of the alphabet and the corresponding letter sounds. 1 2 3 4 5
2. Becoming literate is a continuous, developmental process that begins very early in life. 1 2 3 4 5
3. Beginning reading and writing practices exhibited by young children result from direct instruction. 1 2 3 4 5
4. Meaning, rather than phonic cues, should be emphasized during children's early experiences with print. 1 2 3 4 5
5. Beginning reading and writing practices appear naturally in young children with exposure to environmental print. 1 2 3 4 5
6. In order to become literate, young children must be provided with numerous and varied opportunities to read and write. 1 2 3 4 5
7. Oral reading mistakes should be corrected immediately. 1 2 3 4 5
8. Repetition of new words will guarantee their inclusion in a child's sight vocabulary. 1 2 3 4 5
9. It is the teacher's responsibility to control the child's development in becoming a literate individual. 1 2 3 4 5

10. Learning to read is a social process often influenced by children's search for meaning. 1 2 3 4 5

11. Learning to read and write involves taking risks. 1 2 3 4 5

12. Opportunities for children to engage in reading and writing activities should be provided throughout the day in all areas of curriculum. 1 2 3 4 5

13. Play is one of the best ways for young children to learn about written language. 1 2 3 4 5

14. Proficiency in the basic reading subskills has to be acquired before one can act in a literate way. 1 2 3 4 5

15. Reading is essentially the mechanical skill of decoding, or turning printed symbols into sounds that are a language. 1 2 3 4 5

16. The teaching of literacy must be systematic and sequential in operation. 1 2 3 4 5

17. When presented with an unknown word, children should be taught to sound it out. 1 2 3 4 5

18. Root words should be taught to beginning readers prior to inflectional endings. 1 2 3 4 5

19. Children acquire valuable information regarding written language when engaged in voluntary, spontaneous play. 1 2 3 4 5

20. Children acquire literacy as a response to printed language in their social environment. 1 2 3 4 5

LAPP KEY

ADD THE FOLLOWING:

1. ______
3. ______
7. ______
8. ______
9. ______
14. ______
15. ______
16. ______
17. ______
18. ______

TOTAL A: ______

ADD THE FOLLOWING

2. ______
4. ______
5. ______
6. ______
10. ______
11. ______
12. ______
13. ______
19. ______
20. ______

TOTAL B: ______

TOTAL A = INDIVIDUAL LEANING TOWARD READING READINESS SKILLS PERSPECTIVE.
THE HIGHER THE NUMBER, THE STRONGER THE LEANING (ON A SCALE OF 1-50).

TOTAL B = INDIVIDUAL LEANING TOWARD EMERGENT LITERACY PERSPECTIVE.
THE HIGHER THE NUMBER, THE STRONGER THE LEANING (ON A SCALE OF 1-50).

CLASSROOM LITERACY CHECKLIST

The Montana Early Literacy Project, Division of Educational Research & Service, The University of Montana
Adapted from McMahon, R. (1998).

Key:	**N/A**	= not applicable	**P/S**	= partially or sometimes
	N/N	= no or never	**Y/A**	= yes or always

1. Classroom Environment	**N/A**	**N/N**	**P/S**	**Y/A**
- Are children engaged in both formal and informal sharing experiences (formal: show-and-tell, circle, centers, story time; informal: casual conversation, free play, recess, etc.)?	____	____	____	____
- Is language represented in all applicable forms for students (ASL, Native Language, Foreign Language, Braille, etc.)?	____	____	____	____
- Are graphics used with print for children who have visual impairments?	____	____	____	____
- Are textual and sensory objects used to increase an understanding and awareness of written and spoken language?	____	____	____	____

2. Written Information Displays	**N/A**	**N/N**	**P/S**	**Y/A**
- Are there notices, menus, and daily schedules posted?	____	____	____	____
- Are calendar activities, weather charts, and birthday charts used daily?	____	____	____	____
- Are there sign-up sheets for centers and daily attendance charts used?	____	____	____	____
- Are key objects labeled with a printed name or representative symbolic figure?	____	____	____	____
- Are there numerals and the alphabet displayed?	____	____	____	____

3. Student Work Displays	**N/A**	**N/N**	**P/S**	**Y/A**
- Are there various places that display children's work?	____	____	____	____
- Do displays consist of children's pictures and writing (scribbling, mock letters, random letters, semiphonetic and phonetic spelling)?	____	____	____	____
- Are children's projects with written explanations exhibited throughout the classroom?	____	____	____	____
- Is work from all children in the class displayed?	____	____	____	____
- Is the work displayed less than two weeks old?	____	____	____	____

- Is the work displayed at eye level for children?				

4. Library Center	**N/A**	**N/N**	**P/S**	**Y/A**
- Is it partitioned off from the other areas in the room?				
- Is it located in a quiet area?				
- Is it large enough to accommodate at least 4 children?				
- Is it warm, attractive, and inviting?				
- Are books shelved by category and/or color-coded by theme or genre?				
- Are books displayed in a variety of ways?				
- Is there an element of softness (cushions, pillows, rugs, sofa, rocking chair, bean bags, etc.)				
- Are there theme-related books?				
- Are there posters, bulletin boards, or wall displays that encourage reading or tell about an author?				
- Are there any "literature props" (puppets, felt-board stories or costumes)?				

5. Writing Center	**N/A**	**N/N**	**P/S**	**Y/A**
- Is there a space with tables or desks for writing and drawing?				
- Is there paper of various colors, shapes, and sizes?				
- Are there envelopes and stamps?				
- Are there blank pre-made booklets for story writing?				
- Are there book-making materials?				
- Are there calendar pictures, gift wrapping paper, newspapers, or magazines?				
- Is there a variety of writing instruments (e.g., pens, pencils, markers, crayons, chalk/chalkboard)?				
- Are there stencils, stickers, rubber stamps, and letters/numbers to trace, stick, or arrange?				
- Are there dictionaries, word lists, or word banks?				
- Is there a computer or typewriter?				
- Is there a computer in another area other than the writing center?				
- Does the computer have adaptive devices (e.g., touch window, speakers, enlarged mouse)?				

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6. Listening Center	N/A	N/N	P/S	Y/A
- Is there an area for listening to cassette recordings of favorite stories?	____	____	____	____
- Are there headsets for individual listening?	____	____	____	____
- Are there story cassettes with accompanying books?	____	____	____	____
- Do the story cassettes and accompanying books represent a variety of genres of literature?	____	____	____	____
- Are there multiple copies of a central story that may be used for individual reading?	____	____	____	____
- Are there adaptive devices for children with special needs?	____	____	____	____

7. Circle and Learning Centers	N/A	N/N	P/S	Y/A
- Are play areas equipped with corresponding literacy materials and props (eg. cookbook or note pad for telephone messages in dramatic play)?	____	____	____	____
- Are there displays of written language with pictures providing instructions?	____	____	____	____
- Is there a calendar with numbers, days of the week, months, year, etc?	____	____	____	____
- Are there nametags on the seats for individual children?	____	____	____	____

8. Snack Area/Cooking Center	N/A	N/N	P/S	Y/A
- Does the area have descriptive posters (i.e. healthy food choices, good manners, wash hands)?	____	____	____	____
- Does the daily snack or cooking activity relate to the learning objective?	____	____	____	____
- Are recipes available with pictures in sequential and numerical order?	____	____	____	____
- Are there structured language interactions between teachers and students?	____	____	____	____

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9. Books and Other Reading Materials	**N/A**	**N/N**	**P/S**	**Y/A**
- Do books reflect many interests?	____	____	____	____
- Do books reflect developmental levels?	____	____	____	____
- Are books illustrated in a variety of ways?	____	____	____	____
- Are there:				
- wordless picture books?	____	____	____	____
- information and content area books?	____	____	____	____
- biographies?	____	____	____	____
- nursery rhymes & poetry selections?	____	____	____	____
- student written books?	____	____	____	____
- magazines, catalogs, and newspapers appropriate for children?	____	____	____	____
- picture/storybooks?	____	____	____	____
- award winning (Caldecott, Children's ALA, etc.) selections?	____	____	____	____
- books that reflect a diversity of cultures?	____	____	____	____
- books that represent a diverse population?	____	____	____	____
- books that represent children and adults with disabilities?	____	____	____	____

10. Evidence of Student Learning	**N/A**	**N/N**	**P/S**	**Y/A**
- Is children's language recorded?	____	____	____	____
- Are there pencils, pens, paper etc. for recording children's language?	____	____	____	____
- Are tape recorders, computers, or typewriters used for recording children's language?	____	____	____	____
- Are student journals used?	____	____	____	____
- Is there a means of recording student observations, language, accomplishments, and activities including data collection?	____	____	____	____

Developmental Stages in using Books

Creative Curriculum for Early Childhood
Diane Trister Dodge, Laura Colker

1. Exploring Books
   - "play at reading, ask to have books read to them, reading same book over and over
   - love this because they can anticipate what happens next and feel powerful knowing the answer

2. Understanding sequence
   - gradually recognize that stories have a beginning, middle and ending
   - can proudly retell the story (adults are amazed at the ability to recite story verbatim)
   - details are fascinating to children

3. Recognizing written words as symbols
   - gradually start to relate the stories contained in books to both the pictures and the words on the page
   - realize that printed words function differently from pictures and that words stand for ideas and thoughts

4. Matching words with printed text
   - like to run their fingers along the text or point to individual words as a book is being read
   - beginning to understand that printed letters represent specific words

5. Recognizing printed words
   - take an active interest in the text and demonstrate curiosity about the meaning of words
   - may ask questions like "what does this say?", or "where does it say that?"
   - develop sight vocabulary, may notice words from a book in real-life settings and point them out

NAEYC Position Statement: Technology and Young Children— Ages Three through Eight

Adopted April 1996

In this position statement, we use the word technology *to refer primarily to computer technology, but this can be extended to include related technologies, such as telecommunications and multimedia, which are becoming integrated with computer technology.*

Technology plays a significant role in all aspects of American life today, and this role will only increase in the future. The potential benefits of technology for young children's learning and development are well documented (Wright & Shade 1994). As technology becomes easier to use and early childhood software proliferates, young children's use of technology becomes more widespread. Therefore, early childhood educators have a responsibility to critically examine the impact of technology on children and be prepared to use technology to benefit children.

Market researchers tracking software trends have identified that the largest software growth recently has been in new titles and companies serving the early childhood educational market. Of the people who own home computers and have young children, 70% have purchased educational software for their children to use (*SPA Consumer Market Report* 1996). While many new titles are good contributions to the field, an even larger number are not (Haugland & Shade 1994).

Early childhood educators must take responsibility to influence events that are transforming the daily lives of children and families. This statement addresses several issues related to technology's use with young children: (1) the essential role of the teacher in evaluating appropriate uses of technology; (2) the potential benefits of appropriate use of technology in early childhood programs; (3) the integration of technology into the typical learning environment; (4) equitable access to technology, including children with special needs; (5) stereotyping and violence in software; (6) the role of teachers and parents as advocates; and (7) the implications of technology for professional development.

NAEYC's position

Although now there is considerable research that points to the positive effects of technology on children's learning and development (Clements 1994), the research indicates that, in practice, computers supplement and do not replace highly valued early childhood activities and materials, such as art, blocks, sand, water, books, exploration with writing materials, and dramatic play. Research indicates that computers can be used in developmentally appropriate ways beneficial to children and also can be misused, just as any tool can (Shade & Watson 1990). Developmentally appropriate software offers opportunities for collaborative play, learning, and creation. Educators must use professional judgment in evaluating and using this learning tool appropriately, applying the same criteria they would to any other learning tool or experience. They must also weigh the costs of technology with the costs of other learning materials and program resources to arrive at an appropriate balance for their classrooms.

1. In evaluating the appropriate use of technology, NAEYC applies principles of developmentally appropriate practice (Bredekamp 1987) and appropriate curriculum and assessment (NAEYC & NAECS/SDE 1992.) In short, NAEYC believes that in any given situation, a professional judgment by the teacher is required to determine if a specific use of technology is age appropriate, individually appropriate, and culturally appropriate.

The teacher's role is critical in making certain that good decisions are made about which technology to use and in supporting children in their use of technology to ensure that potential benefits are achieved

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Teachers must take time to evaluate and choose software in light of principles of development and learning and must carefully observe children using the software to identify both opportunities and problems and make appropriate adaptations. Choosing appropriate software is similar to choosing appropriate books for the classroom—teachers constantly make judgments about what is age appropriate, individually appropriate, and culturally appropriate. Teachers should look for ways to use computers to support the development and learning that occur in other parts of the classroom and the development and learning that happen with computers in complement with activities off the computer. Good teaching practices must always be the guiding goal when selecting and using new technologies.

2. Used appropriately, technology can enhance children's cognitive and social abilities.

Computers are intrinsically compelling for young children. The sounds and graphics gain children's attention. Increasingly, young children observe adults and older children working on computers, and they want to do it, too. Children get interested because they can make things happen with computers. Developmentally appropriate software engages children in creative play, mastery learning, problem solving, and conversation. The children control the pacing and the action. They can repeat a process or activity as often as they like and experiment with variations. They can collaborate in making decisions and share their discoveries and creations (Haugland & Shade 1990).

Well-designed early childhood software grows in dimension with the child, enabling her to find new challenges as she becomes more proficient. Appropriate visual and verbal prompts designed in the software expand play themes and opportunities while leaving the child in control. Vast collections of images, sounds, and information of all kinds are placed at the child's disposal. Software can be made age appropriate even for children as young as three or four.

When used appropriately, technology can support and extend traditional materials in valuable ways. Research points to the positive effects of technology in children's learning and development, both cognitive and social (Clements 1994; Haugland & Shade 1994). In addition to actually developing children's abilities, technology provides an opportunity for assessment. Observing the child at the computer offers teachers a "window" onto a child's thinking. Just as parents continue to read to children who can read themselves, parents and teachers should both participate with children in computer activities and encourage children to use computers on their own and with peers.

Research demonstrates that when working with a computer children prefer working with one or two partners over working alone (Lipinski et al. 1986; Rhee & Chavnagri 1991; Clements, Nastasi, & Swaminathan 1993). They seek help from one another and seem to prefer help from peers over help from the teacher (King & Alloway 1992; Nastasi & Clements 1993). Children engage in high levels of spoken communication and cooperation at the computer. They initiate interactions more frequently and in different ways than when engaged with traditional activities, such as puzzles or blocks. They engage in more turn taking at the computer and simultaneously show high levels of language and cooperative-play activity.

Technology extends benefits of collaboration beyond the immediate classroom environment for children in the primary grades who can already read and write. With the potential of access to the Internet or other on-line "user friendly" networks, young children can collaborate with children in other classrooms, cities, counties, states, and even countries. Through electronic field trips in real time or via diskette, children are able to share different cultural and environmental experiences. Electronic mail and telecommunications opportunities through the Internet facilitate direct communication and promote social interactions previously limited by the physical location of participating learners.

3. Appropriate technology is integrated into the regular learning environment and used as one of many options to support children's learning.

Every classroom has its own guiding philosophies, values, schedules, themes, and activities. As part of the teacher's overall classroom plan, computers should be used in ways that support these existing classroom educational directions rather than distort or replace them. Computers should be integrated into early childhood practice physically, functionally, and philosophically. Teachers can accommodate integration in at least five ways:

- Locate computers in the classroom, rather than in a separate computer lab (Davis & Shade 1994).
- Integrate technology into the daily routine of classroom activity. For example, a teacher might introduce musical rhythm with actions, recordings, and a computer used as an electronic rhythm-matching game. The children then would work in small groups with the computer program serving as one of several learning centers.
- Choose software to enrich curriculum content, other classroom activities, or concepts. For example, the program in the computer learning center might allow

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children to invent their own rhythms that they could simultaneously hear played back and see displayed graphically. They could edit these rhythms on the computer, hearing and seeing the changes.

- Use technology to integrate curriculum across subject-matter areas. For example, one group of children used the computer to make signs for a restaurant in their dramatic-play area (Apple Computer Inc. 1993). The rhythm program helps children connect mathematical patterns to musical patterns.
- Extend the curriculum, with technology offering new avenues and perspectives. For example, exploring shapes on the computer provides opportunities to stretch, shrink, bend, and combine shapes into new forms. Such activities enrich and extend children's activities with physical manipulatives.

4. Early childhood educators should promote equitable access to technology for all children and their families. Children with special needs should have increased access when this is helpful.

Educators using technology need to be especially sensitive to issues of equity.

A decade of research on the educational use of computers in schools reveals that computers maintain and exaggerate inequalities (Sutton 1991). Sutton found gender, race, and social-class inequalities in the educational uses of computers, which Thouvenelle, Borunda, and McDowell summarize below.

> - Girls used computers in and out of school less often than did boys.
> - African American students had less access to computers than did White students.
> - Presence of computers in a school did not ensure access.
> - Teachers, while concerned about equity, held attitudes that hindered access—they believed that better behaved students deserved more computer time and that the primary benefit of computers for low-achieving students was mastery of basic skills (i.e., drill-and-practice software).
> - Richer schools bought more equipment and more expensive equipment. (1994, 153–54)

These findings identify trends that, unchecked, will almost certainly lead to increased inequity in the future. Early childhood educators must find ways to incorporate technology into their classrooms that preserve equity of access and minimize or even reverse the current trends. For example, anecdotal reports indicate that preschool-age boys and girls show equal interest in computers, but as they grow older girls begin to spend less time with computers than do boys. There are a number of ways educators can proactively work to maintain girls' interest in computers and technology: (1) consider girls' interests and interaction styles when selecting and evaluating software for classroom use; (2) model the use of the computer as a learning and productivity tool and invite children, especially girls, to observe and assist them in the work; and (3) promote equity by offering special times for "girls only" use of computers, which permits girls to explore the computer without having to directly compete with boys (Thouvenelle, Borunda, & McDowell 1994).

Considerations of equity in curriculum content require qualitative judgments. For example, research evidence indicates that children who are economically disadvantaged have less access to computers at home and at-home access is related to attitudes and competence (Martinez & Mead 1988). If schools wish to provide equity to children of low-income families, with respect to their confidence and competence concerning computer learning, these children need to be provided more in-school computer access (Sutton 1991). And that access must be meaningful, moving beyond rote drill-and-practice usage.

Preschool-age children spend time in a variety of diverse settings (e.g., homes, child care centers, family child care), which further complicates the issues of equity and access. Some of these settings have considerable access to technology while others lack the very basics. The more early childhood educators believe in the benefits of appropriate use of technology at the preschool age, the more responsibility we bear in ensuring equity and access to this important learning tool.

Efforts should be made to ensure access to appropriate technology for children with special needs, for whom assistive technologies may be essential for successful inclusion.

For children with special needs, technology has many potential benefits. Technology can be a powerful compensatory tool—it can augment sensory input or reduce distractions; it can provide support for cognitive processing or enhance memory and recall; it can serve as a personal "on-demand" tutor and as an enabling device that supports independent functioning.

The variety of assistive-technology products ranges from low-tech toys with simple switches to expansive high-tech systems capable of managing complex environments. These technologies empower young children, increasing their independence and supporting their inclusion in classes with their peers. With adapted materials, young children with disabilities no longer have to be excluded from

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activities. Using appropriately designed and supported computer applications, the ability to learn, move, communicate, and recreate are within the reach of all learners.

Yet, with all these enhanced capabilities, this technology requires thoughtful integration into the early childhood curriculum, or it may fall far short of its promise. Educators must match the technology to each child's unique special needs, learning styles, and individual preferences.

5. The power of technology to influence children's learning and development requires that attention be paid to eliminating stereotyping of any group and eliminating exposure to violence, especially as a problem-solving strategy.

Technology can be used to affirm children's diversity.

Early childhood educators must devote extra effort to ensure that the software in classrooms reflects and affirms children's diverse cultures, languages, and ethnic heritages. Like all educational materials, software should reflect the world children live in: It should come in multiple languages, reflect gender equity, contain people of color and of differing ages and abilities, and portray diverse families and experiences (Derman-Sparks & A.B.C. Task Force 1989; Haugland & Shade 1994).

Teachers should actively select software that promotes positive social values.

Just like movies and television today, children's software is often violent and much of it explicit and brutally graphic, as in most of the best-selling titles for the popular game machines. But, often, violence is presented in ways that are less obvious. In all of its forms, violence in software threatens young children's development and challenges early childhood educators, who must take active steps to keep it out of their classrooms (see the *NAEYC Position Statement on Violence in the Lives of Children* 1994).

Some software programs offer children the opportunity to get rid of mistakes by "blowing up" their creations—complete with sound effects—instead of simply erasing or starting over. As a metaphor for solving problems or getting rid of mistakes, "blowing up" is problematic. In the context of a computer software experience, it is more troubling than in the context of television or video. Children control the computer software, and, instead of being passive viewers of what appears on the screen, with the computer they become active decisionmakers about what takes place on the screen. Software programs that empower children to freely blow up or destroy without thought of the actual consequences of their actions can further the disconnection between personal responsibility and violent outcomes.

Identifying and eliminating software containing violence is only one of the challenges facing early childhood educators. A related, opposite challenge is discovering software programs that promote positive social actions. For example, software has the potential to offer children opportunities to develop sensitivities to children from other cultures or to children with disabilities. Much could be done to help children develop positive responses to cultural and racial diversity by offering software programs that enable children to explore the richness within their own and different cultures.

6. Teachers, in collaboration with parents, should advocate for more appropriate technology applications for all children.

The appropriate and beneficial use of technology with young children is ultimately the responsibility of the early childhood educator, working in collaboration with parents. Parents and teachers together need to make better choices as consumers. As they become educated on the appropriate uses of technology, parents and teachers are more likely to make informed decisions and to make it known to developers of technology when they are unhappy with products. Working together, parents and teachers are a large consumer group wielding greater influence on the development of technology for young children. Following are specific recommendations for early childhood professionals as they advocate for more appropriate technology applications for all children.

- Provide information to parents on the benefits and use of appropriate software.
- Advocate for computer hardware that can be upgraded easily as new technology becomes available.
- Encourage software publishers to make previewing of software easier for parents and educators.
- Advocate for a system of software review by educators.
- Promote the development of software and technology applications that routinely incorporate features that cater to the needs of learners with different abilities.
- Advocate for software that promotes positive representation of gender, cultural and linguistic diversity and abilities. Software publishers should create a balance of programs that appeal to both boys and girls.
- Encourage software publishers to create programs that support collaboration among learners rather

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than competition. Fostering cooperative learning enhances the acceptance of the abilities of all learners.

- Encourage software publishers to develop programs that reflect appropriate, nonviolent ways to solve problems and correct mistakes.
- Develop formal and informal information sharing and support for teachers, parents, and appropriate organizations and community-based programs. Encourage free community access to technology through libraries, schools, and so forth.
- Support policies on federal, state, and local levels that encourage funding that supports equity in access to technology for young children and their families.

7. The appropriate use of technology has many implications for early childhood professional development.

> ***As early childhood educators become active participants in a technological world, they need in-depth training and ongoing support to be adequately prepared to make decisions about technology and to support its effective use in learning environments for children.***

To achieve the potential benefits of technology, both preservice and inservice training must provide early childhood educators with opportunities for basic information and awareness. These efforts must address the rapid proliferation and fast-paced change within the technology arena. Opportunities that emphasize evaluating the software in relation to children's development are essential.

Institutions of higher education and other organizations and groups that provide preservice and inservice education have a responsibility to

- incorporate experiences that permit educators to reflect on the principles of early childhood education and how technology can support and extend these principles;
- give teachers concentrated time to focus on how best to use educational technology and to develop a plan for the use of educational technology in a school or early childhood program;
- provide hands-on training with appropriate software programs to assist teachers in becoming familiar and comfortable with the operation and features of hardware and software; and
- provide on-site and school-based training on effectively integrating technology into the curriculum and assessment process.

At the classroom level, teachers need staff-development experiences (Kearsley & Lynch 1992) that permit them to

- use teaching techniques that fully use the technology;
- encourage parental involvement with technology;
- match technology applications to the learning needs of individual children;
- look for cross-curriculum/cross-cultural applications;
- facilitate cooperative interactions among children; and
- use technology to improve personal efficiency.

The potentials of technology are far-reaching and ever changing. The risk is for adults to become complacent, assuming that their current knowledge or experience is adequate. "Technology is an area of the curriculum, as well as a tool for learning, in which teachers must demonstrate their own capacity for learning" (Bredekamp & Rosegrant 1994, 61). As teachers try out their new knowledge in the classroom, there should be opportunities to share experiences and insights, problems and challenges with other educators. When teachers become comfortable and confident with the new technology, they can be offered additional challenges and stimulated to reach new levels of competence in using technology.

> ***Early childhood educators should use technology as a tool for communication and collaboration among professionals as well as a tool for teaching children.***

Technology can be a powerful tool for professional development. Software can provide accessible information and tools for classroom management, planning, and creation of materials. Telecommunications and the Internet can enable teachers to obtain information and new ideas from around the world and to interact with distant experts and peers. Early childhood educators can incorporate principles of cooperative learning as they assist distant peers in acquiring new skills; share curriculum ideas, resources, and promising practices; exchange advice and collaborate on classroom and professional development projects. Providing training and support for access to services available via on-line networks and the Internet has the potential of opening the doors to worlds of additional classroom resources. With a responsive on-line system, mentors can assist novices in becoming more technology literate and more involved in actively using technology for professional benefits. As educators become competent users of technology for personal and professional growth, they can model appropriate use for young children.

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[Volume 51, Number 6]

Young Children: Active Learners in a Technological Age

J.L. Wright & D.D. Shade, Eds.

Do computers belong in the early childhood curriculum? "You bet!" say the leading experts on children and technology who contributed to this volume. Topics include choosing developmentally appropriate software, integrating technology to benefit children's cognitive and social development, and helping staff to use new technologies confidently.
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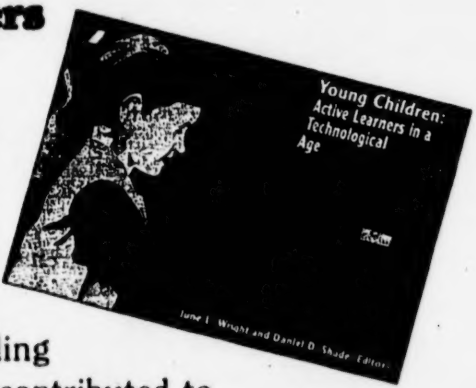

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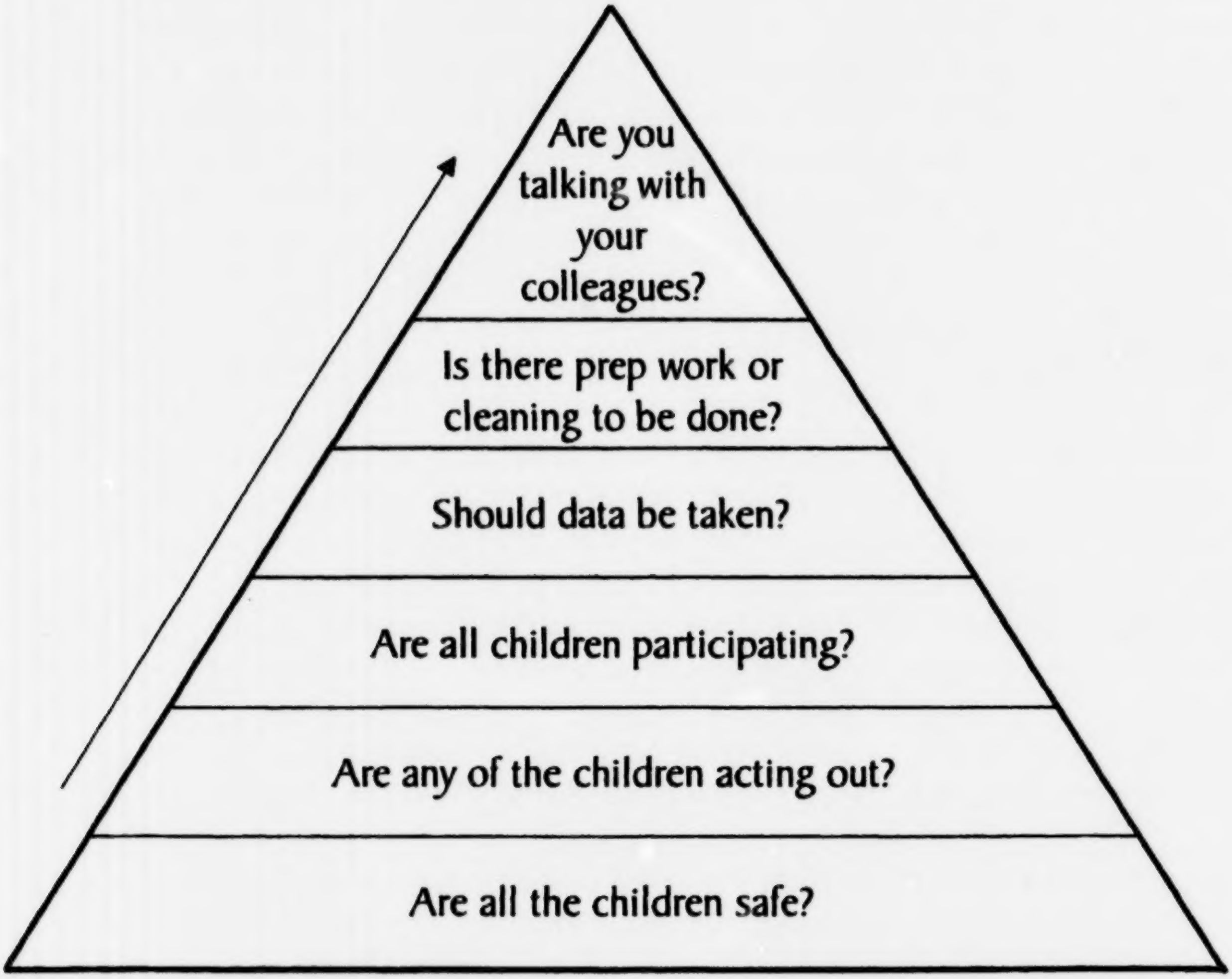
CO-TEACH Program

Preschool Priorities:
A Hierarchy of Intervention Strategies



Are you talking with your colleagues?

Is there prep work or cleaning to be done?

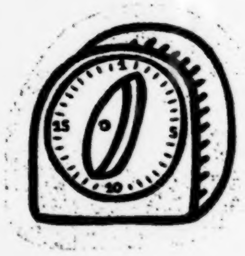
Should data be taken?

Are all children participating?

Are any of the children acting out?

Are all the children safe?

Choice Book



Materials

- Regular or digital camera to take pictures of children in the class demonstrating one of the ten Choice Book problem-solving strategies
- Photographs of the students portraying prosocial skills
- Ten pieces of different-colored paper for book
- Book finishing materials (lamination supplies or clear adhesive plastic)
- Bookbinding materials
- Parent letter (see blackline master, following)
- Book Checkout (see blackline master, following)

Description

The Choice Book offers children strategies to solve problems that occur frequently in the classroom and at home. Children learn prosocial skills that help them interact positively and get along with others, a lifelong skill. Children learn to say the problem-solving vocabulary (such as "What's wrong," "I need help," "May I have a turn, please?", and "I want that toy, please") that enables them to generalize these skills across various environments such as home, school, and community.

Make the Choice Book during the first couple of weeks of the school year. That way, children can begin learning the prosocial skills as soon as possible. Take photographs of students engaged in appropriate, desirable target behaviors. Be sure to include each student in the class in at least one of the pictures. Glue the ten photographs to ten

Language Use

- **Sentence structure**
- **Problem-solving concepts**

Rhyming

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence

Modified and adapted from an idea used by the University of Minnesota Child Care Center.

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different-colored pieces of paper, one photo per page. Then write or type the words "I can . . . " above each photograph. Below each picture, write the words that describe the picture (e.g., "I can . . . (picture) . . . wait for a turn by setting the timer"). Combine all the pictures and descriptions into a class book. Laminate the Choice Book so that it can withstand a lot of use by children. Keep the Choice Book in the classroom library or some designated area where children can access it easily.

Suggested prosocial target behaviors and vocabulary to include in the Choice Book are:

1. Use "good manners words" or sign language to ask for a toy
2. Take turns with a friend
3. Wait for a turn by setting the timer
4. Wait for a turn by counting
5. Trade toys with a friend
6. Share with a friend
7. Work or play together
8. Talk about my feelings
9. Walk away from someone who is bullying
10. Ask an adult for help

Initially, you should model how to use good decision-making skills with the Choice Book. Here is an example:

> Jacob wants a turn at the computer, but the computer center is full. Jacob begins to stomp his feet because he is frustrated. You say to him, "Jacob, it looks like you want a turn at the computer. Look, Molly and Sonja are already working at the computer. What can you do? Here is the Choice Book. What are some things you and your friends are doing in these pictures?" Have Jacob point to various pictures and/or describe verbally what skills children are using in the Choice Book. You read skills and expand on what Jacob says: "Oh, that is a great idea! You could ask Molly if you could have a turn when she is done. In fact, we could set a timer. Let's tell Molly that when the timer goes off, it will be time for her to choose a different center, and it will be your turn to work on the computer." You should monitor the timer initially. You should also encourage and model good manners, such as saying "excuse me," "please," "thank you," and "you're welcome."

As each child acquires the ability to use the Choice Book and its strategies independently, you can fade your guidance. Acquisition of the skills also leads to children's using the skills without the visual assistance of the book itself. Soon children are able to say, "I want a turn at the computer. I know, let's set the timer!"

Activity Alternatives

1. Use other prosocial skills that are appropriate and that meet the unique needs of your students and classroom or school.
2. Add other skills throughout the school year as necessary.

Linking Families

1. At the beginning of the school year, send a letter home to families explaining the purpose of the Choice Book (see blackline master, following).
2. Ask parents to encourage problem-solving skills at home and to praise children when they use those skills.
3. Send notes home to parents when their child uses the problem-solving strategies at school.
4. Make a duplicate Choice Book that children may check out and take home to enjoy with their families (see blackline master, following).

Target Outcomes

Ages 3-4:
1. Use problem-solving vocabulary
2. Use left to right sequencing when following words in a book

Ages 5-6:
1. Use problem-solving vocabulary
2. Use 1:1 word correspondence while reading words

Dear Families,

Our class would like to introduce you to the Choice Book. The Choice Book offers children strategies to solve problems. Children may use the Choice Book as a tool to decide how they can effectively deal with a variety of situations that occur frequently in the classroom and at home.

The Choice Book provides visual cues and words that children may touch, sign, or describe verbally. Each photograph in the book portrays children using desirable social skills to interact with their peers and to prevent or resolve conflicts. Examples of positive strategies include: using "good manners words" or sign language to ask for a toy; taking turns with a friend; waiting for a turn by setting a timer or counting; trading toys; sharing; working or playing together; describing feelings; walking away from someone who is bullying; and asking an adult for help.

Teachers at our school will initially model how to use good decision-making skills with the Choice Book. As each child acquires the ability to use the book and strategies independently, teachers fade their guidance. The Choice Book is located in the classroom library for everyone to read or to check out and take home. If you have more ideas to add to the Choice Book, we would love to have you share them with us.

Sincerely,

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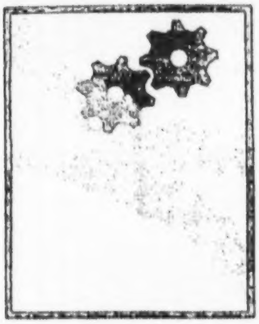

Tell-Show-Help-Praise

Tell-Show-Help-Praise is a gentle, nonintrusive model of instruction which allows the child the opportunity to learn skills in the least restrictive way first, gradually increasing directiveness only to the point at which the child responds. This instructional strategy has many uses. Tell-Show-Help-Praise can be used not only as a teaching tool, but also as a behavior-management technique. It can be used incidentally during daily activities or for one-on-one instruction.

This approach enables the child to be as independent as possible. To ensure this independence, always begin with the most naturalistic approach. First, observe what the child can and cannot do, then introduce the skill incidentally. If the child does not learn the skill in this way, it is time to use specific programs from the Teaching Records which task-analyze the skill and teach it step-by-step. Be sure to provide a variety of opportunities for the child to practice the skill during daily activities.

To implement the Tell-Show-Help-Praise model, follow the procedure below.

- Start with the child's name. This is a natural and reliable way to get the child's attention.
- TELL—Give the instruction one time to encourage responding to the first instruction. For example, say, "Jamie, put the block in the box." If the child responds appropriately, give enthusiastic, specific praise (see PRAISE).
- SHOW—If the child does not respond after a predetermined, reasonable amount of time, repeat the child's name and the identical instruction, providing a gesture or model of the desired behavior. For example, say, "Jamie, put the block in the box," while pointing to the inside of the box or demonstrating how to put blocks in the box. If the child responds appropriately, give enthusiastic, specific praise (see PRAISE).
- HELP—If the child still does not respond, repeat the name and identical instruction while providing the least physical assistance required to help the child perform the response as independently as possible. This approach is used to assure that noncompliant children cannot avoid the task simply by being passive, and that children with severe disabilities do not begin a pattern of failure. For example, say, "Jamie, put the block in the box," while gently assisting the child to put the block in the box. After the child performs the skill with help, provide praise (see PRAISE).

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- ▲ PRAISE—Give praise, enthusiastically and descriptively, as soon as the child accomplishes the task, regardless of the amount of assistance provided. For example, say, "Great, Jamie! You put the block in the box." If appropriate, pair the praise with an additional positive consequence such as an activity that the child particularly enjoys.

The Tell-Show-Help-Praise strategy can be incorporated as a natural teaching method and used throughout the day. It is not necessary to gather data, but if you would like to take data, use the following code.

+—Correct response.

S—Show. The child does not perform correctly on the first trial. When the identical instruction is repeated with the addition of a gestural prompt, the child performs the task correctly.

H—Help. The child does not perform the task correctly after the gestural prompt. When the identical instruction is repeated and the child is gently, physically guided in the performance of the task, the child performs the task correctly.

I—Incorrect response.

/—Not applicable. This code is used when a step in the task analysis is not applicable in that particular teaching instance and so is not scored.

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